

AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING TEENS MAGAZINE MEDIUM
TOWARD THE STUDENTS' GRAMMAR MASTERY
AT THE SEVENTH GRADE OF
JUNIOR HIGH SCHOOL 5 METRO

By :
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Tarbiyah Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1439H/2017M

**THE INFLUENCE OF USING TEENS MAGAZINE MEDIUM
TOWARD THE STUDENTS' GRAMMAR MASTERY
AT THE SEVENTH GRADE OF
JUNIOR HIGH SCHOOL 5 METRO**

**Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)**

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1439H/2017M**



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APPROVAL PAGE

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MEDIUM TOWARD THE STUDENTS' GRAMMAR
MASTERY AT THE SEVENTH GRADE OF JUNIOR
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Assalamu'alaikum, Wr. Wb

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Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka skripsi yang disusun oleh:

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kami atas perhatiannya kami ucapkan terimakasih.

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The Undergraduated Thesis entitled: The Influence of Using Teens Magazine Medium toward the Students' Grammar Mastery at the Seventh Grade of Junior High School 5 Metro.

Written by Tri Susilowati, Student number: 13108617, English Education Department had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on December 11st, 2017 at 10.00-12.00 A.M.

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**THE INFLUENCE OF USING TEENS MAGAZINE MEDIUM
TOWARD THE STUDENTS' GRAMMAR MASTERY
AT THE SEVENTH GRADE OF
JUNIOR HIGH SCHOOL 5 METRO**

ABSTRACT

**By:
TRI SUSILOWATI**

Grammar has an important role in all aspects of language skills that is important to study, because without enough grammar mastery, the ability to writing cannot be established and the learners will find many difficulties if they are lack of grammar. Therefore, the teacher has to create or use of medium that is able to raise the motivation of students to learn structure grammar. Medium is the way that is used by the teacher to match the students with material. One of the medium in teaching is teens magazine. Teens magazine can be used in teaching and learning activity in order to make the students interested and enjoyable in English learning, especially in learning grammar so that enrich their knowledge. In fact, the writer found that the students' grammar mastery of seventh grade of Junior High School 5 Metro is still low, it's caused by teacher has not used yet the effective medium in teaching grammar. The purpose of this thesis is to know the influence of teens magazine medium on the students' English grammar.

This research was quantitative research. Technique sampling used to determine the amount of sample was cluster radom sampling. In data collecting of the writer applied method of test, observation, and documentation. The subject of study is the seventh grade students of Junior High School 5 in VII D consists of 27 students. To get the data, the writer has given written tests to students that is pre-test and post-test. After getting the data, the writer calculated using T-test.

The result of this study shows that on the standard of significant 1% or 5%. The t_{table} shows 2,064 in 5% and 2,798 in 1%, while $t_{observed}$ is 6,10. The result of data interpretation shows $t_{observed}$ is higher than t_{table} , so, $2,064 < 6,10 > 2,798$. It means that there is influence of using teens magazine medium on grammar mastery.

**PENGARUH PENGGUNAAN MEDIA MAJALAH REMAJA
TERHADAP PENGUASAAN TATABAHASA SISWA
DI KELAS VII SMP N 5 METRO**

ABSTRAK

Oleh:

TRI SUSILOWATI

Tata bahasa memiliki peran penting dalam semua aspek keterampilan bahasa yang penting untuk dipelajari, karena tanpa tata bahasa yang cukup, kemampuan untuk menulis tidak dapat dibentuk dan peserta didik akan menemukan banyak kesulitan jika mereka tidak menguasai tata bahasa yang baik. Oleh karena itu, guru harus membuat atau menggunakan media yang mampu meningkatkan motivasi siswa untuk mempelajari struktur tata bahasa. Media adalah cara yang digunakan oleh guru untuk mendekati siswa dengan materi. Salah satu media dalam mengajar bahasa Inggris adalah majalah remaja. Majalah remaja dapat digunakan dalam kegiatan belajar mengajar dalam rangka untuk membuat siswa tertarik dan senang dalam belajar bahasa Inggris, terutama dalam belajar tata bahasa sehingga memperkaya pengetahuan mereka. Kenyataannya, peneliti menemukan bahwa penguasaan struktur tata bahasa siswa kelas tujuh SMP N 5 Metro masih rendah, itu disebabkan karena guru belum menggunakan media yang efektif dalam pengajaran grammar. Tujuan dari tesis ini adalah untuk mengetahui pengaruh media majalah remaja pada penguasaan tata bahasa siswa.

Penelitian ini merupakan penelitian kuantitatif. Teknik sampling yang digunakan untuk menentukan jumlah sampel adalah cluster random sampling. Dalam pengumpulan data peneliti menggunakan metode tes, observasi, dan dokumentasi. Subyek penelitian adalah siswa kelas VII D di SMP N 5 Metro yang terdiri dari 27 siswa. Untuk mendapatkan data, peneliti memberikan tes tertulis kepada siswa yang terdiri dari pre-test dan post-test. Setelah mendapatkan data, peneliti menghitung dengan menggunakan T-test.

Hasil penelitian ini menunjukkan bahwa pada standar signifikan 1% atau 5%. T_{tabel} menunjukkan 2,064 dalam 5% dan 2,798 dalam 1%, sedangkan t_{hitung} adalah 6,10. Hasil interpretasi data menunjukkan t_{hitung} lebih besar dari t_{tabel} yaitu $2,064 < 6,10 > 2,798$. Ini berarti bahwa ada pengaruh penggunaan media majalah remaja pada penguasaan tata bahasa.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, December 11st, 2017

The Writer



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Metro, 11 Desember 2017

Penulis



Tri Susilowati
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“ Indeed, there are difficulties in addition to ease of ”

“Maka sesungguhnya sesudah kesulitan itu ada kemudahan”

(Q.S. Al-Insyirah: 5)

“ Skill not mean no chance ”

(Tri Susilowati)

DEDICATION PAGE

This undergraduate thesis is dedicated to my beloved father Mr. Slamet, my beloved mother Mrs. Suminah, and my brothers Miswanto and Guntur Waluyo. Who always prayer me, thanks for your support and spiritual that was given as long as I live in this world. Besides that, all of the officer, lecturers IAIN Metro and all of my friends who has not been mentioned yet.

ACKNOWLEDGMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. The greeting always give to prophet Muhammad saw who has brought us from the darkness era into bright era. Peace be upon him, who becomes an inspiration for all people to live as Moslems.

This thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Department, entitled: “THE INFLUENCE OF USING TEENS MAGAZINE MEDIUM TOWARD THE STUDENTS’ GRAMMAR MASTERY AT THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL 5 METRO”.

The writer would like to express this thanks to Mr. Drs. Kuryani Utih, M.Pd as the sponsor and Mrs. Trisna Dinillah Harya, M.Pd as the co-sponsor who have sincerely guided the writer to accomplish this thesis in time. The writer also does not forget to appreciate Mr. Suyono, S.Pd., as the Head Master of Junior High School 5 Metro for providing the opportunity, to Mrs. Triwihar Susilawati, S.Pd., as English teacher for being so helpful during the research process and for giving chance to conduct the research in her class, all teacher and officers, to the seventh grade students who have helped in carrying out the study. A highly regard would also be addressed to my family and friends as my motivator and spirit to finish this thesis.

The writer realize that this thesis is far from being perfect, therefore corrections, suggestions, comments, and criticism will be fully appreciated for the improvement of this thesis. At last, I hopes that the result of the research will give significant contribution in teaching learning English in Junior High School 5 Metro.

Metro, December 11st, 2017

The Writer

Tri Susilowati
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the languages in the world. It has become an International Language that is almost used by all countries as the first, the second or the foreign language. Language is also a set of rules, which is used as a tool of human communication. It is used to communicate ideas, feelings, beliefs, love, knowledge, culture, and many others.

In contexts of English language teaching in Indonesia, the teaching of grammar mastery is very important. Indonesia is one of the countries that declared English as a foreign language. The proof, it can be known of the education in Indonesia that English is learned by the students as one of subjects at school from Elementary school up to University.

Grammar is not only the core of a language but also a theoretical tool in regulating language. In other words, the grammar is one of the most important courses in English education. Therefore, English grammar competence can help students to master the spoken and written language. In fact, English grammar mastery is not release from four skills, one of which is writing.

Grammar is one of language components that should be mastered to develop language skills. Grammar is too needed because the students cannot ignore the construction of language that they are studying, without

grammar of the language that they learn, they will get difficulties to speak or to write English well.

Most of Indonesian English learners, sometime feel hard to master the English grammar eventhough they have studied for several time. They had studied English grammar from Elementary school up to University, because the students difficulties in memorizing form in grammar formula. As we know that English grammar consist of some contructions, for example: word classes, cohesion, tenses, and so on.

The difficulties of mastering English grammar also given in to by students of Junior High School 5 Metro, especially in seventh graders. It can be seen when the writer conducted pre-survey on October 20th, 2016. The result of pre survey due that most of the students score still under minimal mastering criteria (MMC).

Based on the data of a pre-survey conducted at Junior High School 5 Metro at seventh grade show that students still faced many problems in mastering grammar. The data of pre survey can be seen as follow:

**Table 1 The Data of
The Students' English Grammar Mastery Score at The Seventh
Grade of Junior High School 5 Metro in Academic Year 2016/2017**

No	Name	Score	Interpretation
1.	AD	76	Good
2.	AN	41	Bad
3.	AS	28	Bad
4.	AE	30	Bad
5.	AT	38	Bad
6.	AI	40	Bad
7.	BL	56	Fair
8.	BN	66	Fair

9.	CW	52	Bad
10.	DP	54	Bad
11.	DS	61	Fair
12.	EF	60	Fair
13.	EP	22	Bad
14.	ER	48	Bad
15.	IF	79	Good
16.	JN	54	Bad
17.	MF	57	Fair
18.	MH	52	Bad
19.	MR	79	Good
20.	MM	58	Fair
21.	MN	32	Bad
22.	NA	50	Bad
23.	ND	54	Bad
24.	NS	63	Fair
25.	RN	56	Fair
26.	RP	46	Bad
27.	RA	30	Bad
Total		1386	
Average		51,33	

Source : English Teacher In Junior High School 5 Metro

Table 2
The Criteria of Learning Result

No	Score	Frequency	Interpretation
1.	75-100	3	Good
2.	55-74	8	Fair
3.	0-54	16	Bad

Source: English Teacher In Junior High School 5 Metro

Based on the table above, we know that only 11,1% (3 students) who got good score, 29,6% (8 students) who got fair score and 59,2% (16 students) who got bad score. It can be concluded that English learning achievement is very low. Many students are still low in grammar. It means that the students have not good grammar mastery enough. Based on the

pre-survey result above, the writer assumed that the many students score is bad in the learning simple sentences, especially in complete simple sentences with grammatical structure.

The low of students English grammar score can be influenced by some factors. One of them is related to the medium used by the teacher. In this research, the writer assumes that the used of medium by the English teacher inappropriate. In this research, the writer applied teens magazine as a medium in teaching English, especially in grammar material. By using teens magazine medium, the process of grammar teaching will be more enjoyable and interesting. Teens magazine brings in relaxation and fun for students, thus help them learn and retain new knowledge about structure simple sentences. It is very practical and easy. These create the motivation for students to participate actively in the learning activities. Based on the background above, the writer is interested conduct the research entitled: “The Influence of Using Teens Magazine Medium toward the Students’ Grammar Mastery at the Seventh Grade of Junior High School 5 Metro”.

B. Problem Identification

Based on the background above, the writer can identify some problems as follows:

1. The students have low ability to make sentence correctly in simple sentences
2. The students have lack of vocabulary

3. The students feel hard to apply the English grammar formula in writing
4. The learning medium used by the teacher was uninteresting enough.

C. Problem Limitation

Based on the problem identification above, the writer realizes that is impossible for writer to investigate all the problems. The writer concern in the students feel hard to apply the English grammar formula and the used of appropriate medium. By using teens magazine medium the writer believes that the learning process can interest students learning for the seventh graders of Junior High School 5 Metro.

D. Problem Formulation

In line with the problem limitation above the writer formulated the problem of the research as follows: “Is there any positive and significant influence of using teens magazine medium toward the students’ grammar mastery at the seventh graders of Junior High School 5 Metro?”

E. Objective and Benefit of the Study

1. Objective of the Study

In line with the problem above, the objective of the research is to know whether there is any positive and significant influence of using teens magazine medium toward the students’ grammar mastery at the seventh grade of Junior High School 5 Metro.

2. Benefit of the Study

- a. For the Student
 - 1) As a medium to motivate their learning motivation
 - 2) As a motivation to improve the students' grammar mastery
- b. For the Teacher
 - 1) As an information to make students more interested in learning grammar
 - 2) As an alternative medium in learning grammar
- c. For the Head Master
 - 1) As a consideration to improve quality of English learning especially in grammar mastery
 - 2) As an information to facilitate English learning activity.

CHAPTER II

THE REVIEW OF RELATED THEORY

A. The Concept of Grammar Mastery

1. Definition of Grammar Mastery

Intrinsically, grammar is the rules in a language for changing the form or word and joining them into sentences.¹ The forms of language include the organization components of language and the systematic rules that govern their structure. Moreover, H. Douglas Brown defined that Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Grammar refers to sentence-level rules only, and not the rules governing the relationship among sentence, which refer to as discourse rules.²

Based on the quotations above, it can be concluded that grammar is not only the rule system of the communicative competence to produce a good sentence, but also the most important rule that will be influential in language skills, such as listening, reading, speaking, and writing. Commonly, English grammar teaching includes the arrangement of words or organizational sentences grammatically. Furthermore, according to David Nunan defined that:

Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. The Longman

¹A.S. Homby, *Oxford Advance Learner's Dictionary*, (New York: Oxford University Press, 2000), P. 586.

²H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd edition, (New York: Addison Wesley, 2001), P. 362.

Dictionary of Applied Linguistics defines it as a description of the structure of a language and the way in which units such as word and phrases are combined to produce sentence in the language.³

It means that, the dimension of grammar is the rules of constructing a sentence (word order, verb and noun systems, modifiers, tenses, phrases, clauses, and elliptical). Then, semantics is the study of meaning in words and strings of words. Besides, pragmatics is study of several meanings to assign the context of an utterance or written text. Thus, grammar, semantics, and pragmatics are related to each other.

According to Patrick Hartwell state that grammar is the set of formal in which the words of a language are arranged in order to convey large meanings.⁴ Grammar Mastery deals with a comprehension of capability in using a knowledge or skill that is possessed. It means that mastery constitutes someone comprehends or someone's capability by using his or her knowledge or skill that he or she has. It is not necessary that we be able to discuss these patterns self consciously in order to be able to use them. In fact, all speakers of a language above the age of five or six know how to use its complex forms. Grammar is not just concerned with syntax, however the way word are formed and can change their form in order to express different meaning is also at thr heart of grammatical knowledge.⁵

³David Nunan, *Practical English Language Teaching, 2nd edition*, (New york: The McGraw-Hill, 2000), P. 165.

⁴Patrick Hartwell, *Grammar, Grammars, and the Teaching of Grammar*, (New York: College English, 1985), P. 109.

⁵Jeremy Harmer, *The Practice Of English Language Teaching, 4th edition*, (New York: Pearson Longman, 2002), P. 32.

Based on the quotations above, it can be concluded that grammar is the knowledge of language system that have manner through which different process or genres in writing are code field in district and recognizable ways to produce the effective text as written communication. Grammar is the way words are put together to make correct sentence.

2. Form and Function Grammar

Grammar deals with the structure and analysis of sentences. Any discussion of grammar, therefore must address language on two levels, which we may think of as form and function. Sentences are made up of individual words, and these words fall into certain grammatical categories. This is their form, a word like jump is a verb, a word like red is an adjective, and so on.

The form of a word is generally independent of a sentences. Dictionaries are an exploration not only of meaning but also of form because they describe the grammatical category of each entry, but language exists primarily as sentences, not individual word, and as soon as we put words into sentences they work together in various way this is function. For example, nouns can function as subjects, adjectives modify (supply information to) nouns, and verbs establish predicates.

Form and function are related in several ways. For example, on a simple level, the terms we use to describe grammatical form and function come from the Greco-Roman tradition. Noun comes from the latin word,

nomen, for name; verb comes from the latin verbum, for word; predicate comes from the latin word, predicare, to proclaim. On a deeper level, the form of a give word often determines it is function in a sentence and vice versa.⁶ From the statements above, it can be concluded that grammar is the rule system of the communicative competence to produce a good sentence.

3. Procedure for Teaching Grammar

Teaching and learning a foreign language is not easy as learning native language. In learning a foreign language, the learners may meet all kinds of learning problems dealing with vocabulary, sound system, and how to arrange words into sentences that are quite different from those native languages. According Patrick Hartwell grammar is the set of formal patterns in which the words of a language are arranged in order convey larger meanings.⁷ It means that teaching grammar plays important role in acquisition foreign language. Teacher should choose and apply some teaching strategy and medium which are suitable with the students needs based on the curriculum. For this reason, the teacher needs some ways to teach grammar although the students can understand easily.

Procedure for teaching grammar in which the activities involve five steps:

- a. Building up students' knowledge of the rule or ruler initiation

⁶James D. William, *The Teacher's Grammar Book*, 2nd edition, (London: Lawrence Erlbaum Associates, 2005), P. 53-54.

⁷Patrick Hartwell, *Grammar, Grammar, and Teaching Grammar*, P. 109.

The proposed procedure starts with teaching grammar by some leading question and providing model sentences in which the grammatical item to be taught is underlined. Such activities are geared to build up learners' knowledge of the grammatical items taught.

b. Eliciting function of the rule or rule elicitation

Aims to elicit the function of the grammatical item taught accompanied with example. This step furnishes the students with clear description of the language focus use so that students can apply the language focus appropriately in communicative settings.

c. Familiarizing students with the rule in use through exercise or rule practice

Focuses upon familiarizing the students with the grammatical item in use. The process followed in this step is that the teacher present some exercise, checks for students' comprehension, and encourages active student involvement.

d. Checking students' comprehension or rule activation

This step is geared to check students' comprehension of the grammatical item being taught. The teacher provides an assessment of student comprehension to gauge whether the students completely grasp what they have been taught. The form of the evaluation can be in the form of sentence construction.

e. Expanding students' knowledge or enrichment

In this steps focus on expanding students' comprehension of the grammatical item being taught. The teacher employs other activities to reinforce some concepts and even to relate new ones.⁸

From the statements above, can be concluded that if the students want to improve their ability in English, they should learn more grammatical form and of course the role of teacher in this case very required in supporting study process concerning grammar.

4. The Concept of Teaching Grammar

In English grammar teaching, there are some considerations and reasons that related of teaching grammar as one of the important elements of language. Moreover, in communicative approach, Communicative Language Teaching (CLT) is one of the methods that look into grammatical instruction which can help the language learning process appropriately.

Furthermore, according to Brown "the experiences of teachers in recent CLT tradition tell us that judicious attention to grammatical form in the adult classroom is not only helpful, if appropriate techniques are used, essential to a speedy learning process".⁹

Based on the quotation above, it means that the importance of teaching grammar process is more emphasized for adults, because it is very useful and it is also one of the essential elements which able to be

⁸Handoyo Puji Widodo, "*Approaches and Procedure for Teaching Grammar*", (East Java: State Polytechnic of Jember), Vol. 5(1)/ 2006, P. 131-137

⁹H. Douglas Brown, *Teaching by Principles*, P. 363

fluently in English learning process. Therefore, teaching grammar will be more positive if it is supported by the correct techniques. Moreover, Marianne Celce-Murcia offered six easily identifiable variables in teaching process of English grammar, such as: age, proficiency level, educational background, language skill, style, needs and goals. The explanation of each variable, as follows:

a. Age

In this variable, the explanation of the differences age between young and adult in grammar teaching process. Therefore, in grammar teaching process of adult can increase of communicative competence, but in young children level it can profit from a focus on form which is offered through structured input and incidental, indirect error treatment.

b. Proficiency level

At this level, the beginning level learners can be risk of blocking their acquisition of fluency skills. Nevertheless, grammar teaching process needs consideration of the competence level of learners.

c. Educational background

In this learning, the learners that have no formal educational background may find it difficult to grasp the complexity of grammatical terms and explanations.

d. Language skills

For perfection in grammatical form may be more effective in improving written English than speaking, reading, and writing.

e. Style (register)

In informal contexts and causal conversation, grammatical accuracy is not a big problem. In the contrary, in formal contexts usually require greater grammatical accuracy.

f. Needs and goals

If learners are headed toward professional goals in language learning process, they may need to stress formal accuracy more than learners at the survival level. In either case, message clarity is a prime criterion.¹⁰

Based on the six variables above, it means that teaching grammar is important for children, beginning level, and non formal education. On the contrary, in teaching grammar is more important for teens, adults, advanced, and literate, well-educated. English grammar competence is needed for doing communication in speaking and writing that oriented of formal language and professional.

Moreover, teaching grammar mastery used teens magazine medium of the seventh grade of Junior High School 5 Metro in the academic year 2016/20017 has the material, such as simple sentence. How the students can complete simple sentences with to be, pronoun, WH questions, and linking verb.

¹⁰*Ibid.*, P.363-364.

5. The Measurement of Simple Sentence Mastery

A simple sentence is a complete unit of meaning which contains a subject and a verb, followed, if necessary, by other words which make up the meaning.¹¹ Sentences are made of two parts the subject and verb: the subject is the person or thing that acts or is described in the sentence, the verb is that action or description. Sentences are acceptable if they follow the rules set out by the grammar of the language. For example, in English one rule states that “a subject followed by a verb followed by an object” is grammatical.¹² A clause is a group of words that contains one subject and one verb. A sentence that consists of one clause is called a simple sentence.¹³ In sentences there are two kinds of simple sentences, they are nominal and verbal sentence. Nominal sentences are the sentences used to be. Verbal sentence is the sentence used linking verb. Nominal sentences consist of subject and be, whereas verbal sentences consist of subject and verb, for example: She is a teacher. (Nominal sentence) and We playing football. (Verbal sentence)

Some steps to measure the students' simple sentence mastery:

- a. The students must know how to use to be in simple sentence
- b. The students must know the use pronoun in simple sentence
- c. The students can complete sentence with WH questions
- d. The students must know how to use linking verb in simple sentence.

¹¹L.G. Alexander, *Longman English Grammar Practice: for Intermediate Students*, (England: Group UK Limited, 1990), P. 4-6.

¹² David Nunan, *Practical English Language Teaching*, P. 154

¹³ Howard Sargeant, *Basic English Grammar*, (Singapore: Saddleback Educational Publishing, 2007), P. 123.

B. The Concept of Teens Magazine Medium

1. Definition of Teens Magazine

Magazine is type of large thin book with a paper cover that you can buy every week or month, containing article, photographs, etc.¹⁴ Magazine is a publication that is issued periodically. It generally contains essays, stories, poems, articles, fiction, recipes, images, etc. Magazines are directed at general and special audience, often published on a weekly or monthly basis. It is means that magazine is the books can be support the students to learn new things.

The main aim of teens magazine is to engage children to learn new things through entertainment and to provide memories that last a lifetime. The content is delivered through colorfull images, read-aloud stories and various fun activities that both the parent as well as the students can enjoy together. Teens magazine are designed to set young children on the path to become curious, creative, caring, confident individuals through reading, thinking, and learning with a wide variety of stories, puzzles, crafts, game, and activities.¹⁵

Magazine are another representative group of the printed medium. their purpose is exactly the same as that of newspapers, to inform, entertain and persuade the public as well as to offer a means for targeted adverting. As such they could very easily be used just like newspapers and they offer many opportunities to the teacher to organize photograph

¹⁴A.S. Homby, *Oxford Advance*, P. 804.

¹⁵ Marshall McLuhan, *Writing for Magazines*, (New York: McGraw Hill, 1964), P. 20.

activities that could stimulate verbal or written. For instance, they could be used to introduce colors, means of transport, fables and another stimulating activities as well. Nowadays, there are magazine suitable for every age group which makes the decision making much easier.¹⁶ Based on explanation the writer can concludes teens magazine are picture and colorfull medium this may serve as a tool to motivate the students' grammar mastery.

2. Types of Magazines

a. General Interest Magazines

This type of magazine is published for a wider audience to provide information, in a general manner and the focus is on many different subjects. The main purpose of a general interest magazine is to provide information for the general audience. No background knowledge or expertise is assumed. Articles usually provide a broad coverage of topics of current interest. They are written by journalists, freelance writers or staff correspondents of the magazine. These periodicals may be quite attractive in appearance, with articles often heavily illustrated with photographs. The language of these publications is geared to any educated audience. These are no specially assumed target audience. Mere interest and a certain level of intelligence is only required to read and enjoy such magazines. These

¹⁶Vavla Laureta, *Benefits of Using Newspaper, Magazine and Books in Classroom*, P.15.

are usually published by commercial enterprises, though some are published by professional organizations.

b. Special Interest Magazines

Special interest publications are magazines directed at specific groups of readers with common interests. Most special interest magazines cater to any specific interest or pursuits. For instance, there are magazines that cover sport, news, fashion, business, music, so on. While some attempt to cover all aspects of a broad subject, others are concerned only with a particular element of the general subject. Sports Illustrated, for example contains stories on practically any sport.

Specialist magazine have been growing in recent years, not only in term of the number of readers, but also in the increasing number of customer advertisers who have seen the benefits of the medium. Circulation varies for a special interest magazine. Even though the circulation is small, it is usually stable over the short term and offers an advertiser. Categorize some special interest magazine are: farm magazine, sport magazine, environmental magazine, children magazine, literary magazine.¹⁷

Based on the quotations above, the writer can concludes that the mean of teens magazine medium here are teens magazine which used as a medium in learning process, especially in learning grammar for seventh graders of Junior High School 5 Metro.

¹⁷Marshall McLuhan, *Writing for Magazines*, P. 22.

3. Definition of Medium

The medium derived from the Latin “medius” which is literally means middle, intermediumte, or an introduction. According to Schwen “Medium is the plural of medium, which in learning and training environments, is the means of communicating and transferring a learning concept or objective to another individual. Medium are the replicable “means”, forms, or vehicles by which instruction is formatted, stored, and delivered to the learner”. Beside that Clark stated that “Medium are generally defined as the means by which information is conveyed from one place to another”.¹⁸ The medium were not conscious of children, and that they had no voice in this area. Further the report suggested that the way in which the medium represents, or even ignores children, can influence decisions taken on their behalf and how the rest of society regards them.¹⁹

In line with quotation above, Medium is anything that can be used to deliver a message from the sender to the receiver in order to stimulate the mind, feelings, concerns, and interests of students so that the learning process occurs. The learning medium has same meaning with teaching material or the instructional material, and medium can increase the student attention, stimulate student motivation and provide new thinking in learning process. Reeve and Stubbs point out, the media have to select

¹⁸<http://education.stateuniversity.com/pages/2211/MediumLearning.html#ixzz4f4ILDICZ> Accessed on April 23rd, 2017 at 09.00 P.M.

¹⁹Georgetown Guyana, *Children and the Media – A Handbook for Journalists*, (UNICEF: Communication Office Unicef Gunaya, 2007), P. 3.

and structure their ideological representations from those available in a specific social formation.²⁰

Based on the statement above, the writer concludes that medium is primary means in the communication that enable the students' acquire the knowledge, skills, and which is also used to make communication and interaction between teachers and students in the learning process more effective.

4. Kinds of Medium

In the past century, various forms of medium have been used to convey instruction and to support learning. Examples of instructional medium include traditional means of delivering instruction (chalkboards, textbooks, overhead projectors, and teachers), mass medium used for education (newspapers, movies, radio, and television), and the newer electronic instructional medium (computers, interactive video, and multimedia systems). All instruction requires the selection and use of at least one medium to deliver instruction.

Many alternative medium and mixtures of medium may be chosen for any given learning goal and group of students. Thus, research questions have compared the learning benefits of various medium and mixes of medium for different types of learning goals and students at different ages and aptitude levels. Thousands of studies have been and continue to be conducted.

²⁰Manuel Alvarado, et.al, *Learning the Media: Introduction to Media Teaching*, (London: Macmilan Education LTD, 1987), P. 202.

Three types of print medium while teaching and learning, newspapers, magazines, and books comprise the three most important representative of the printed medium. They are all widely used by teachers and students altogether in their daily activities.²¹

a. Newspapers

Newspapers bring to our students real life situations and can be easily used as authentic materials. Newspapers-based activities engage students in interesting and enjoyable activities and they also encourage them to further reading. They usually reflect the culture of a certain community through the language they contain. Newspapers also reflect the changes in the language as well, and doing so, help students and teachers keep up pace with such changes.

b. Magazines

Magazines are another representative group of the printed medium. Their purpose is exactly the same as that of newspapers, to inform, entertain and persuade the public as well as to offer a means for targeted advertising. As such they could very easily be used just like newspapers and they offer many opportunities to the teacher to organize photograph activities that could stimulate verbal or written. For instance, they could be used to introduce colors, means of transport, fables and other stimulating activities as well. Nowadays, there are magazines suitable for every age group which makes the

²¹Vavla Laureta, *Benefits of Using Newspaper, Magazine and Books in Classroom*, P.13

decision making much easier. From the analysis of the questionnaire prepared in this regard it resulted that children and teenagers were very attracted by magazine because they were child friendly, full of picture and color.

This high interest that this generation shows in reading magazine should be further on exploited by the educators to up to date their teaching materials and to break the monotony of the text book based lesson. Children and teenagers who have been turned off by textbook may be motivated to read magazine.

c. Books

Books are crucial in modern life as well, a driving force in education, business, law, science, medicine, and entertainment. Through books the students gain the legacy of knowledge earned by those who come before. Without books no education could have been possible. They are the primary source of information used by all humanity. After the invention of the typewriter, the printing of the textbook and books in general reached high peaks and expanded it is readership.²²

Based on types of medium above, the writer make choice magazine as medium because magazine is full of picture and colors, young children aspecially are easily attracted by colorful magazines and this may serve as a tool to the students' grammar mastery.

²²*Ibid.*, P. 16.

5. Advantages and Disadvantages of Teens Magazine Medium

Below is the advantages and disadvantages of teens Magazine Medium:

- a. Advantages of using teens magazines medium are:
 - 1) They provide a valuable source of authentic materials which can be easily adapted to classroom use. The wide range of topics they cover allows teachers to use them in many different subjects and occasions. They provide facts, data and stories which can serve as supplements to subject content
 - 2) Teens magazine are child friendly as they are full of pictures and colors. Young children especially are easily attracted by colorful magazines and this may serve as a tool to motivate the students' grammar understanding
 - 3) Teens magazines offer to students a 'real' natural source of language comprised of words characterized by several connotational components pertaining to a wide variety of language styles, enriching this way the students' passive and active vocabulary
 - 4) Teens magazines are the first to present our students the changes in which the language undergoes and they can do this much faster than textbooks
 - 5) Teens magazine can also be used basically for the culture they transmit. Since they serve as a country's mirror, students are able

to be in contact with the culture of the language they are studying through magazines in particular and printed medium.²³

b. Disadvantages of using Teens magazines medium are:

- 1) The negative effects of teens magazine are deadlines months in advance magazines often require the ads to be submitted weeks or months in advance.
- 2) Cost of testing colour artwork can be more expensive, so small tests are often uneconomical
- 3) Regional testing can not often be done as magazines area often national.²⁴

6. Teaching Grammar Through Teens Magazine Medium

Teaching grammar is a hard work because it connects with the students situations. Students learn to remember, write, and see the new words in many times that they have not known before after read teens magazine. Teaching grammar can be meaningful if the teacher can conduct the teaching process by combining the available medium of teaching and hopes that a good medium will be more enjoyable, interesting and motivating so that the students would not be bored in teaching learning process. It would help them to get the materials stay longer. After that the students complete simple sentence with grammatical structure.

²³*Ibid.*, P. 15-16

²⁴<http://emerafrog.co.uk/the-advantages-and-diadvantages-of-magazine-advertising/&ei=-/Kum9DYO&lc=id-ID&5> Accessed on April 23rd, 2017 at 09.30 P.M.

It means that the teacher has to be aware with the kinds of teaching medium that they would use to come to their goal think carefully about the entire sentence in which the unfamiliar word appears. In line with those ideas, it is clear that teens magazine can be used as a teaching medium in order to make the lesson more enjoyable and interesting.

7. Procedure of Teaching Grammar Through Teens Magazine Medium

Teens magazine are an important source of knowledge about the education for a students. Good quality design also help teachers bring to students in the classroom in high visual way.²⁵ The procedures of teaching grammar through teens magazine medium are:

- a. The teacher greets the students. E.g. How are you doing?
- b. The teacher attracts their attention by asking some questions related to English grammar formula. E.g. Do you know the form to make simple sentences?
- c. The teacher tells them that they are going to study grammar. The teacher divides them into six groups and gives the the teens magazine medium to read the story, times will be over on 10 minutes.
- d. The teacher tells the rules they have to work individuals, the students must complete simple sentences with grammatical stucture (to be, pronoun, WH Questions, and linking verb) times will be over on 30 minutes.

²⁵Carol Bertram, et all, *Using Media In Teaching*, (The SAIDE Teacher Education Series, 2010), P. 52

- e. The teacher reviews the grammar form and understand the power that medium resources have in developed reading and writing with grammar structure.
- f. After that the teacher ask them randomly to make simple sentence in whiteboard.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is the use teens magazine as medium and dependent variable (Y) is grammar mastery.

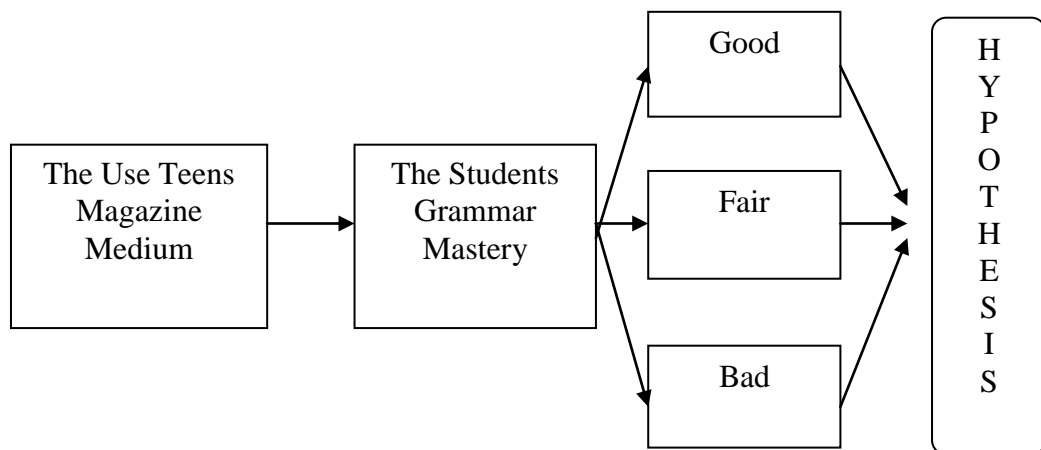
Teacher has to know many kinds of teaching technique, method or media in the class. They have to able to choose the appropriate technique or medium that can be used various technique and medium to make their students are no bored in studying English.

One of the medium that can used in teaching and learning process, especially in teaching grammar mastery is by using teens magazine. So the theoretical framework in this research if the used of teens magazine medium is appropriate, the students grammar mastery is good. In the reverse, if the used of teens magazine medium is an appropriate, the students' grammar mastery is bad.

2. Paradigm

Paradigm is simple scheme, but contain with main element of the research that point out of the research indication and the relationship each other. Based on the theoretical framework above the research describes the paradigm as follows:

Figure 1
Paradigm of the Influence of Using Teens Magazine Medium
Toward the Students Grammar Mastery



Referring the figure 1 above show that, if the using teens magazine medium is high, so their grammar mastery is also high. If the using teens magazine medium is low, so grammar mastery is also low. So, there is any positive and significant influence of using teens magazine medium toward the students grammar mastery.

D. Research Hypothesis

According to Daniel “A research hypothesis can be defined as a tentative explanation that accounts for a set of facts and can be tested by further investigation, as we mentioned earlier”.²⁶ Based on the theoretical framework and paradigm above, the researcher would like to make hypothesis as follow:

1. Hypothesis Formula

Alternative Hypothesis (H_a)

H_a : There is any positive and significant influence of using teens magazine medium toward the students grammar mastery at seventh grade of Junior High School 5 Metro.

Null hypothesis (H_o)

H_o : There is no positive and significant influence of using teens magazine medium toward the students' grammar mastery at seventh grade of Junior High School 5 Metro.

2. Statistical Hypothesis

IF: $t_o > t_t H_a$ is accepted and H_o is rejected

IF: $t_o < t_t H_a$ is rejected and H_o is accepted

²⁶Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Publications, 2004), P. 16.

CHAPTER III

RESEARCH METHOD

This chapter contains the research method, it included about the more explanation of research design, operational definition variables, population, sample, sampling technique, data collection technique, research instrument, and data analysis technique. Therefore, the writer gives explanation all of those items as follows:

A. Research Design

Research design is all of the process that is need in planning and when doing research. In this research the writer used the quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).²⁷ It means that quantitative research used numeric data which calculated by using mathematics method or it is called by statistics method.

This research is intended to investigate whether there is the influence of using teens magazine medium toward the students' grammar mastery. The writer used one class, as an experimental class that received the special treatment that is teaching by using teens magazine medium and had pre-test and post-test which is done before and after treatment to compare the influence of treatment. This research will be conducted at the seventh grade of Junior High School 5 Metro in academic year 2016/2017.

²⁷Daniel Muijs, *Doing Quantitative Research in Education*, (London: SAGE Publications Ltd, 2004), P. 1.

B. Operational Definitions of Variables

A variable is a characteristic or attribute of an individual or an organization that writers can measure or observe and varies among individuals or organizations studied.²⁸ There are two variables in this research, while the operational definition of variables as follows:

1. Independent Variable

The independent variable is a stimulus variable or input operates either within a person or within environment to effect his behavior.²⁹ Independent variable is a variable which functions to influence the other variable. The independent variable in this research is the teens magazine medium. Teens magazine medium is one of the learning medium. In the teens magazine medium, the teacher not only gives lesson, but gives advice, guidance, support to the learners, and keep the relationship. This medium will be used in learning grammar at the seventh grade of Junior High School 5 Metro.

The writer hopes to investigate the grammar mastery after the using teens magazine medium, to know whether the used of teens magazine medium by the teacher, whether used is appropriate or not, the writer will used the following indicators:

- a. Think carefully about the entire sentence in which the unfamiliar word appears
- b. Look carefully at the unknown word

²⁸John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (New York: Pearson, 2012), P. 112.

²⁹Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited Publishers, 2006), P. 63.

- c. Think of some possible meanings for that kind of sentences in that paragraph on magazine.

2. **Dependent variable**

The dependent variable is response variable or output. It is an observed aspect of the behavior of an organism that has been stimulated. The dependent variable is that factor which is observed and measured to determine the effect of the independent variable.³⁰ Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the students' grammar mastery. The difference of student grammar mastery can be seen after using teens magazine medium. To measure students grammar mastery the writer will use written test in structured essay formula. The test consists of 20 questions with 5 score for each question. So the maximal score is 100 and the minimal score is 0. The indicator of students grammar mastery especially in simple sentence as follows:

- a. The students must know how to use to be in simple sentence
- b. The students must know the use pronoun in simple sentence
- c. The students can complete sentence with WH questions
- d. The students must know how to use linking verb in simple sentence.

³⁰ *Ibid.*, P. 63-64.

C. Population, Sample, and Sample Technique

1. Population

According to Paul, population is the term used to describe all the possible cases of interest.³¹ The population of this research is the seventh grade of Junior High School 5 Metro consists of 175 students. Junior High School 5 Metro has six classes, these are:

Table 3
The Population of the Seventh Grade in Junior High School 5 Metro

No	Class	Students
1	VII A	30 students
2	VII B	29 students
3	VII C	31 Students
4	VII D	27 Students
5	VII E	30 students
6	VII F	28 students
Total		175 students

Source: English Teacher In Junior High School 5 Metro

2. Sample

Donald Ary defined sample is a portion of a population.³² It means that small unit from large group (population) which will be observed. The writer would like to take one of the seventh grade of Junior High School 5 Metro as a sample. So, the writer takes from VII D about 27 students as the sample.

3. Sampling Technique

In this case, the cluster random sampling technique is used. Cluster sampling can use in situations where it would be impractical or impossible to obtain a complete list of all the elements in the population.

³¹ Paul S. Gray and John B. Williamson, *The Research Imagination: An Introduction to Qualitative and Quantitative Methods*, (New York: Cambridge University, 2007), P. 103.

³² Donald Ary, Lucy Cheser Jacobs, and Crish Sorensen. *Introduction to Research in Education*. (Canada: Wadworth Cengage Learning, 2010), P. 148.

Cluster sampling involves an initial stage where in sampling is done from groups of elements that are called clusters. A simple, systematic, or stratified random sample of clusters is selected from a total list of such groups.³³

The sampling technique used by the writer in this research is purposive cluster sampling. The writer choose class D as a sample in this research. The writer choose this class because most of students have still low in grammar mastery, and students' motivation in learning English are still low too.

D. Data Collecting Technique

1. Test

In this research, test would be used as data collection method to measure both variables. The writer would using teens magazine medium toward the students grammar mastery. Futhermore, the writer used test to collect data to measure of the students' grammar mastery. The test consist of two kind of test, they are pre-test and post-test:

a. Pre-test

The pre-test will be administred in the first meeting before doing treatments in order to know the students grammar mastery before using teens magazine medium. In this research, the writer use written test for the pre-test. The test consists of essay questions.

b. Post-test

³³ Paul S. Gray, *An Introduction to Qualitative and Quantitative Methods.*, P. 110.

The post-test will be administered in the last meeting after doing treatments to find out whether the treatments give any influence of using teens magazine toward the students grammar mastery. In this research, the writer use written test for the post test. The test consist of essay questions.

2. Observation

Another method to collect the data is observation. Observation is the most commonly used method especially in studies relating to behavioral sciences.³⁴ The writer used this method to get data information about using of teens magazine medium by the teacher, and brief history of the school, the condition of teachers and imployees, students learning facilities, and location sketch of the school.

3. Documentation

Another method to collect the data is documentation. The writer used this method to get data information about history of school, the student grammar mastery after using of teens magazine medium by the teacher, and the documentation of students learning activity while the implementation of teens magazine medium in learning process.

E. Research Instrument

In this research, the instrument designed and compiled by the writer. There are three kinds of instrument they are observation guidance, item test blueprint and documentation guidance. Farther more, the research instrument for three kinds of instrument can be explained as a follow:

³⁴ C.R. Kothari, *Research Methodology: Methods & Techniques*, (Jaipur (India): New Age International (P) Limited, Publishers, 2004), P. 96.

1. Observation Guidance

The instrument which used in present research is in form of using teens magazine medium. The writer explained more about grammar formulation to students, because the form is very important to students make a complete simple sentences. The exercise designed for students. The students will read the exercise and complete the sentences with grammar form.

2. Item Test Blueprint

Table 4
The Instrument Blueprint

No	Indicator	Types of test	The number of questions	Score	Number of item test
1	The students must know how the use to be in simple sentence	Written test	5	25	1,2,3,4,5
2	The students must know the use pronoun in simple sentence	Written test	5	25	6,7,8,9,10
3	The students can complete sentence with WH questions	Written test	5	25	11,12,13,14,15
4	The students must know how the use linking verb in simple sentence	Written test	5	25	16,17,18,19,20
Total				100	20

3. Documentation Guidance

- a. Brief History of the School of Junior High School 5 Metro
- b. The Teacher and Staff of Junior High School 5 Metro
- c. Organization Structure of Junior High School 5 Metro
- d. The Quantity Students of Junior High School 5 Metro

- e. The Building of Junior High School 5 Metro
- f. The Sketch Location of Junior High School 5 Metro

F. Data Analysis Technique

In applying experimental research to find out the differences between two samples is utilized Chi-Square formulation. Chi-Square is thus appropriate for nominal data that fall into either true categories or artificial categories.³⁵ The formula of Chi-Square was used to find out the differences of significant between the frequencies which used to observe and the frequencies in hope. The writer analyzes the data by using Chi-Square.

The formulation of Chi-Square:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

Note: χ^2 = Value of chi square

f_0 = Observed frequency

f_e = Expected frequency.³⁶

To investigate whether there is any influence of using teens magazine medium toward the students grammar mastery at the seventh grade of Junior High School 5 Metro in Academic Year 2016/2017. The writer analyzed the result of pre-test and post-test by using T-test.

The formula for T-test is in the following way:

³⁵L.R.Gay, et al, *Educational Research Competence for Analysis and Applications*, (New York: USA PEARSON, 2012), P. 365.

³⁶Donald Ary, *Introduction to Research in Education.*, P. 188.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Explanation:

t : t value for correlation sample

\bar{D} : The average from difference score (average from D)

D : (*difference*), difference between pre-test score with post-test score

D^2 : Square of D

N : Total of participant.³⁷

³⁷ *Ibid.*, P. 177.

CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION

A. Description of the Research Location

1. Research Setting

a. Brief History of the School

Junior High School 5 Metro was established on June 7th, 1986. Since 1986 this school undergone school headmaster change. The condition of leadership since its establishment in 1986, Junior High School 5 Metro had several headmaster as follows: Mr. Samsimar from 1986-1999 as the first principal, the next year 1999-2000 was led by Mr. Hermansyah as second principal, the next year 2000-2004 was led by Mrs. Sri Rahayu, S.Pd as the third principal, the next year 2004-2006 was led by Drs. Suwilan as the fourth principal, after that in 2006-2009 was led by Mr. Suwarno as the fifth principal, the next year 2009-2012 lead by Mr. Poniman, S.Pd as sixth principal and the last was led by Suyono, S.Pd as the seventh principal until now.

b. The Teacher and Staff of Junior High School 5 Metro

The educational background of headmaster, teachers and employees in Junior High School 5 Metro as follows:

Table 5
The List of The Teacher and Staff of Junior High School 5 Metro

No	Name	Position	Sex
1.	Suyono, S.Pd	Headmaster	Male
2.	Agus Suyono, S.Pd	Vice Principal	Male

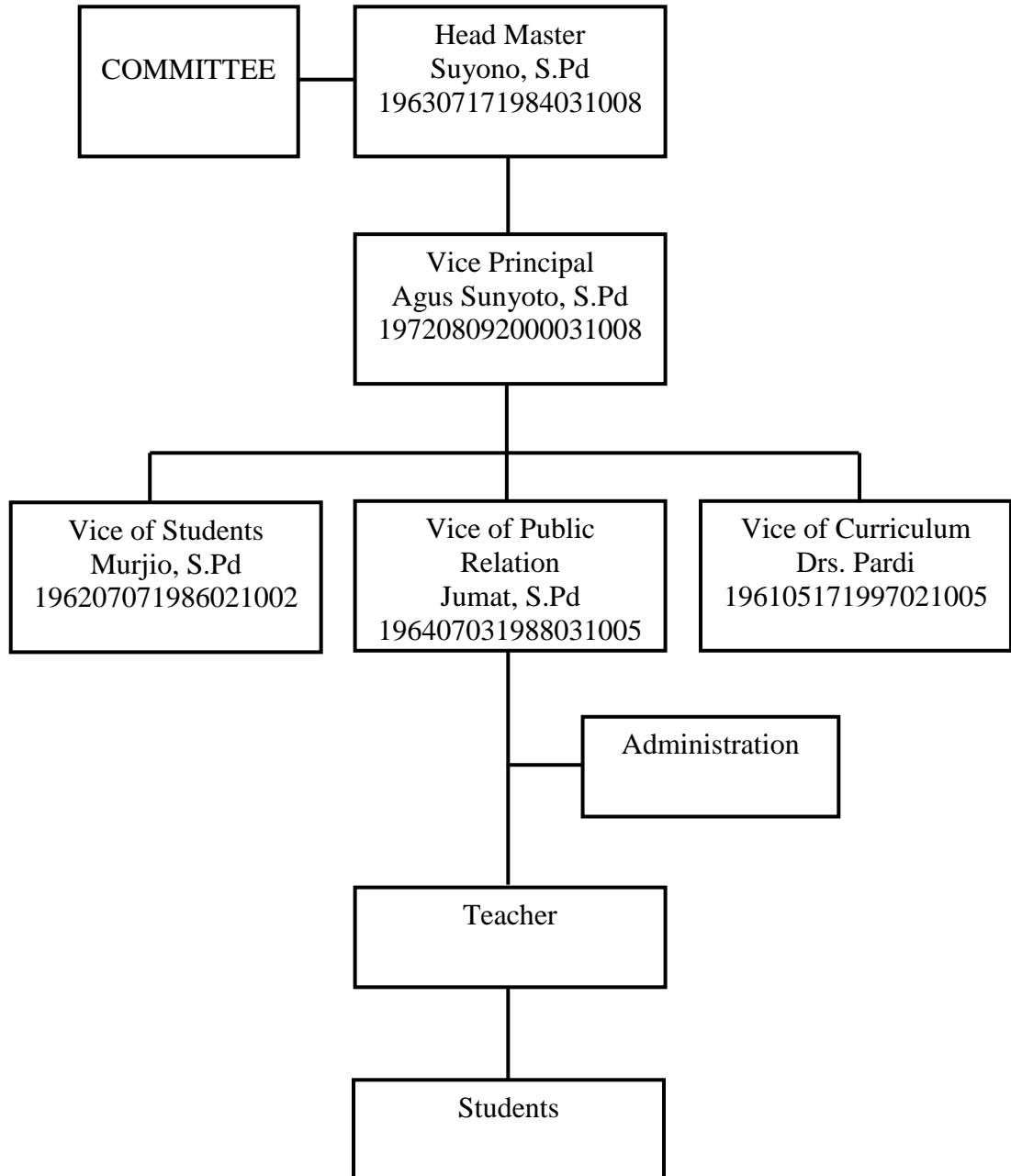
3.	Murjio, S.Pd	Vice of Students	Male
4.	Dra. Siti Ngaisah	Vice Infrastructure	Female
5.	Jumat, S.Pd	Vice of Public Relation	Male
6.	Dra. Siti Rahmawati	Counselor Teacher	Female
7.	Dra. Tri Heni W	Counselor Teacher	Female
8.	Tugino, S.Pd	Mathematics Teacher	Male
9.	Dra. Siti Maisyaroh	Islamic Teacher	Female
10.	Drs. Pardi	Science Teacher	Male
11.	Suripto, S.Pd	Physical education Teacher	Male
12.	Drs. H.Prayitna P.	Islamic Teacher	Female
13.	Sutinem, S.Pd	Art Teacher	Female
14.	Sri Herlina HS, S.Pd	Lampung Language Teacher	Female
15.	Imas Sabnah, S.Pd	English Teacher	Female
16.	Suparmi, S.Pd	Civic Teacher	Female
17.	L. Supartini, S.Pd	Art Teacher	Female
18.	Sugiarti, S.Pd	Mathematics Teacher	Female
19.	Dra. Tri Maretyawati	History Teacher	Female
20.	Sarinah, S.Pd	Indonesian language Teacher	Female
21.	Daryatun, S.Pd	Indonesian language Teacher	Female
22.	Muryati, S.Pd	Mathematics Teacher	Female
23.	Ari Estiarsih, S.Pd	Science Teacher	Female
24.	Asih Kusminah, S.Pd	English Teacher	female
25.	Yulida Sari, S.Pd	Lampung Language Teacher	Female
26.	Wasti, S.Pd	History Teacher	Female
27.	Tri Wihar Susilowati, S.Pd	English Teacher	Female

28.	Sri Supadmi, S.Pd	Indonesian Language Teacher	Female
29.	Sri Hawati, S.Pd	Physical education Teacher	Female
30.	Nanang Priyatna	Art Teacher	Male
31.	Syahril	Science Teacher	Male
32.	Margini	Librarian	Female
33.	Dra. Suratmi	Indonesia Language Teacher	Female
34.	Eni Retno S, ST	Physics Teacher	Female
35.	Untung Basuki, S.Pd	Economics Teacher	Male
36.	Susanti, S.Pd	Economics Teacher	Female
37.	Ridwan Yusuf, ST	Computer Teacher	Male
38.	Cindya Vitarani, S.Pd	Counselor Teacher	Female
39.	Amalia Sari, S.Pd	Geography Teacher	Female
40.	Robertus Viky D, S.Kom	Computer Teacher	Male
41.	Budi Raharjo, S.Pd	Art Teacher	Male
42.	Hj. Asmonah	Mathematics Teacher	Female
43.	Endang Listtiowati, S.Pd	Indonesian Language Teacher	Female
44.	Budiarti, S.Pd	Science Teacher	Female
45.	Suyatti, S.Pd	Indonesian Language Teacher	female
46.	Hana D. Alfathat, S.Pd	Art Teacher	Female
47.	Reni Tristiawati, S.Pd	Civic Teacher	Female
48.	H. Samsuri, S.Pd	Civic Teacher	Male
49.	Zaenal Arodin	Islamic Teacher	Male
50.	Neli Suryani, S.Pd	Science Teacher	Female
51.	Rosy Mavita S, S.Pd	Mathematics Teacher	Female

52.	Neni Maya Sari, S.Pd	Computer Teacher	Female
53.	Eliyanti, S.Pd	Civic Teacher	Female
54.	Mayang puspa sari S.SI	Leader of Lab	Female
55.	Eka Ariadi, S.Pd	Indonesian language Teacher	Male
56.	Dra.Yuyun Indrawati	Civic Teacher	Female
57.	Rosidin, S.Ag	Islamic Teacher	Male
58.	Siti Solikah, S.Ag	Islamic Teacher	Female
59.	Ari Litawati, S.Pd	Indonesian Language Teacher	Female
60.	Sri mundarini S.E	Leader of Administration	Female
61.	Sukadji	Staff of administration	Male
62.	Purwanti	Staff of administration	Female
63.	Taslim	Security	Male
64.	Burham	Office Boy	Male

c. Organization Structure of Junior High School 5 Metro

Figure 2
Organization Structure of Junior High School 5 Metro



d. The Quantity Students of Junior High School 5 Metro

There are 448 students of Junior High School 5 Metro. Each grade consist of three classes. The seventh grade consist of 175 students, the eighth grade consist of 146 students, and the ninth grade consist of 127 students.

Table 6
The Number of the Students' of Junior High School 5 Metro

No	Class	Male	Female	Total
1.	VII	96	79	175
2.	VIII	63	83	146
3.	IX	62	65	127
Total		221	227	448

e. The Building of Junior High School 5 Metro

The condition of facilities and buildings in Junior High School 5 Metro was good. The description of building in Junior High School 5 Metro is as follows:

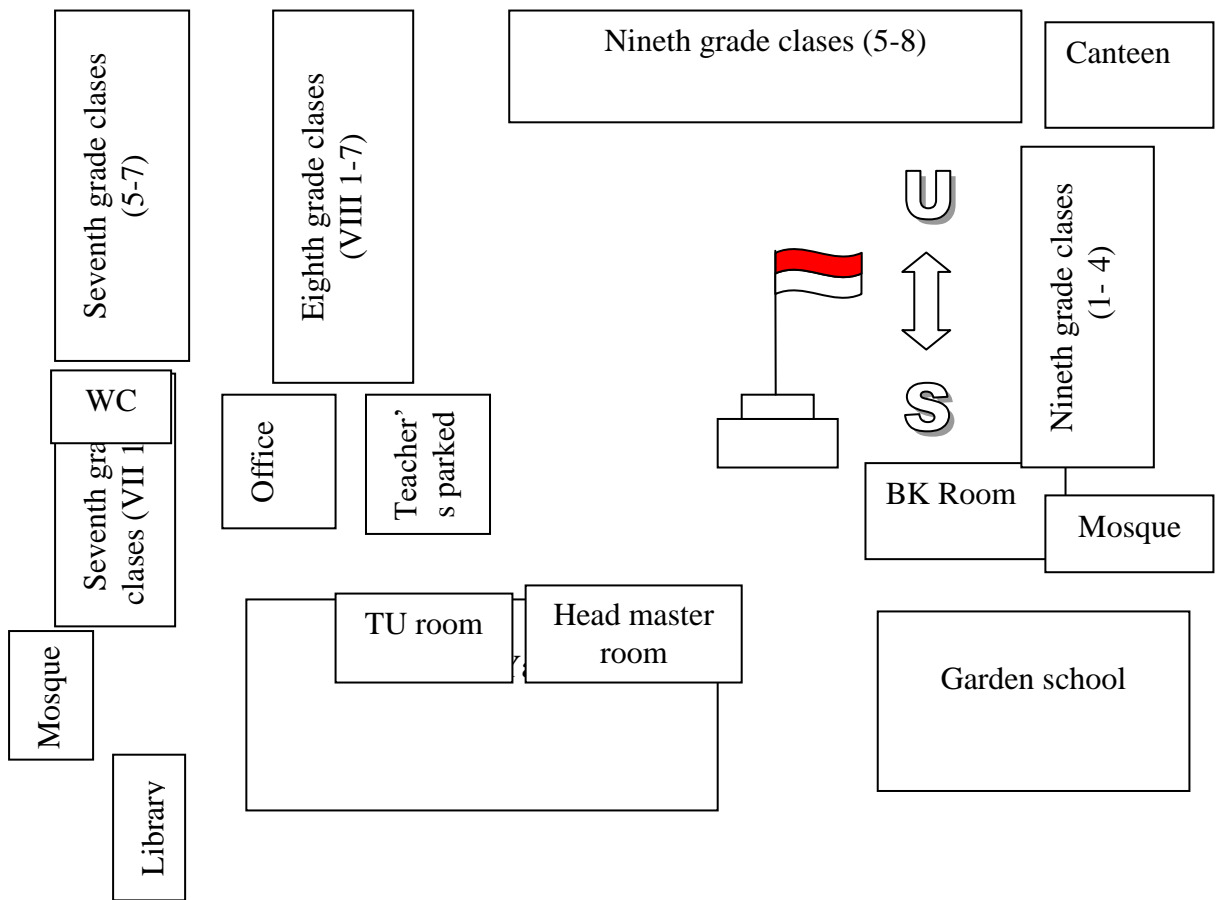
Table 7
The Buildings of Junior High School 5 Metro

No	Names of Building	Total
1.	Classroom	21
2.	Library	1
3.	Headmaster Room	1
4.	Vise Principle Room	2
5.	Teacher Room	1
6.	Staff Room	1
7.	Counselor Room	1
8.	IPA Laboratory	1
9.	Computer Laboratory	1
10.	Toilet Teacher	4
11.	Toilet Student	6
12.	UKS Room	1
13.	OSIS Room	1

14.	Storage Room	1
15	Mosque	2
16	Kitchen	1
17	Canteen	2
19	Parking Area	1

f. The Sketch Location of Junior High School 5 Metro

Figure 3
The sketch Location of Junior High School 5 Metro



2. Research Data

a. The Students' Pre Test Result

The writer conducted pre test on September 19th, 2017 at class VII D. It was done to know the comprehending students before treatment. The pre test in this research is written test. The result of pre test can be identified as follow:

Table 8
The Result of the Students' Grammar Mastery in Pre Test at the Seventh Grade of Junior High School 5 Metro

No	Students' Name	The Score of Pre Test
1	AD	55
2	AN	40
3	AS	45
4	AE	95
5	AT	30
6	AI	30
7	BL	85
8	BN	25
9	CW	60
10	DP	65
11	DS	50
12	EF	70
13	EP	60
14	ER	80
15	IF	15
16	JN	100

17	MF	60
18	MH	25
19	MR	55
20	MM	90
21	MN	60
22	NA	65
23	ND	20
24	NS	70
25	RN	30
26	RP	45
27	RA	50
Total ($\sum X$)		1475
Maximal score		100
Minimal score		15
Average		$1475/27 = 54,62$

Source: pre test was taken on September 19th, 2017

The test was followed by 27 students. Based on the table above, the writer measured the class interval by using formulation as follows:

$$R = \text{The highest score} - \text{The lowest score} + 1^2$$

$$R = 100 - 15 + 1$$

$$= 86$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log (27)$$

$$= 1 + 3,3 \log (1,43)$$

$$= 1 + 4,27$$

$$= 5,72 = 6$$

$$P = \frac{R}{K}$$

$$= 86 / 5,72$$

$$= 15,0 = 15$$

Note :

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of the class interval (K) for pre test was 6. After knowing the interval class, then the data was taken from interval above was put on the table frequency distribution, as follows:

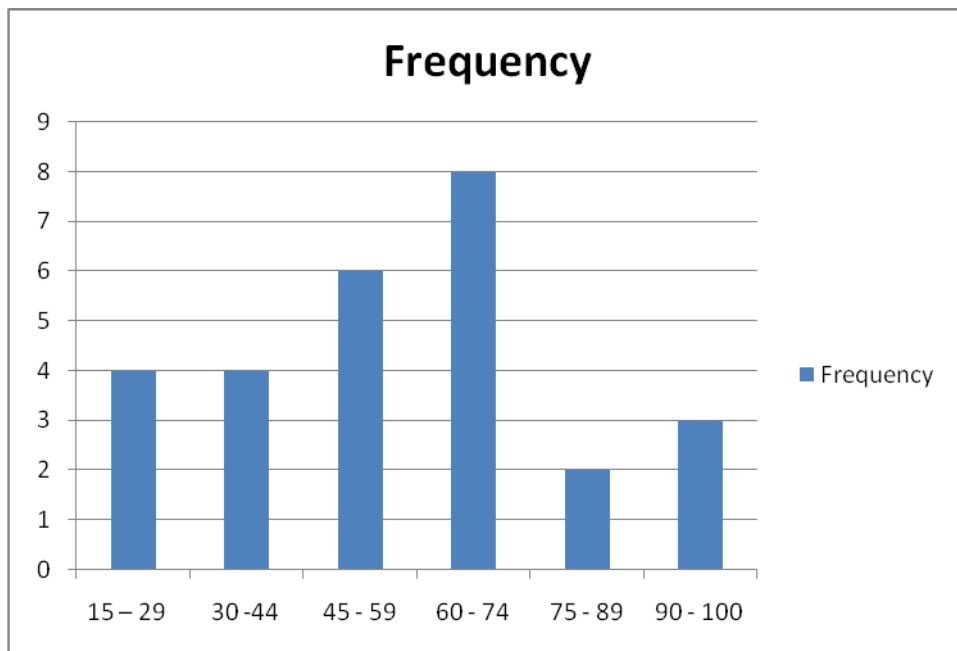
Table 9
Frequency Distribution of the Students' Grammar Mastery in Pre Test at the Seventh Grade of Junior High School 5 Metro

No	Class interval	Frequency	Percentage (%)
1	90 – 100	3	11 %
2	75 – 89	2	7 %
3	60 – 74	8	30 %
4	45 – 59	6	22 %
5	30 – 44	4	15 %
6	15 – 29	4	15 %
Total		27	100 %

Based on the table distribution above, it can inferred that from 27 students as the research sample, there were 3 students who got the score 90-100 (11%), 2 students who got the score 75-89 (7%), 8 students who got the score 60-74 (30%), 6 students who got the score 45-59 (22%), 4 students who got 30-44 (15%) and the last there were 4 students who got the score 15-29 (15%). It shows that the result of students' grammar mastery in pre-test

was unsatisfactory because there was many students got bad score. In addition, the chart below illustrated the frequency distribution of the students' grammar mastery in pre test.

Diagram I
The Chart of Frequency Distribution of the Students' Grammar Mastery in Pre Test at the Seventh Grade of Junior High School 5 Metro



b. The Students' Post Test Result

Post test was employed in the last program of this research after giving some treatments and used teens magazine medium before the students giving exercises to the students. The post-test was carried out in order to know the students' achievement after treatments. The result of the students' pre-test and post-test is to find out whether the treatments by using teens magazine medium influenced the students' grammar mastery. The result of students' post test can be identified as follows:

Table 10
The Result of the Students' Grammar Mastery in Post Test at the
Seventh Grade of Junior High School 5 Metro

No	Students' Name	The Score of Post Test
1	AD	80
2	AN	35
3	AS	50
4	AE	90
5	AT	90
6	AI	90
7	BL	75
8	BN	30
9	CW	90
10	DP	70
11	DS	90
12	EF	85
13	EP	95
14	ER	70
15	IF	30
16	JN	95
17	MF	65
18	MH	80
19	MR	45
20	MM	90
21	MN	90
22	NA	95

23	ND	85
24	NS	95
25	RN	35
26	RP	90
27	RA	90
Total ($\sum X$)		2025
Maximal score		95
Minimal score		30
Average		$2025/27=75$

Source: post test was taken on September 22nd, 2017

The test was followed by 27 students. Based on the table above, the writer measured the class interval by using formulation as follows:

$$R = \text{The highest score} - \text{The lowest score} + 1^2$$

$$R = 95 - 30 + 1$$

$$= 66$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log (27)$$

$$= 1 + 3,3 \log (1,43)$$

$$= 1 + 4,27$$

$$= 5,72 = 6$$

$$P = \frac{R}{K}$$

$$= 66 / 5,72$$

$$= 11,5 = 11$$

Note :

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

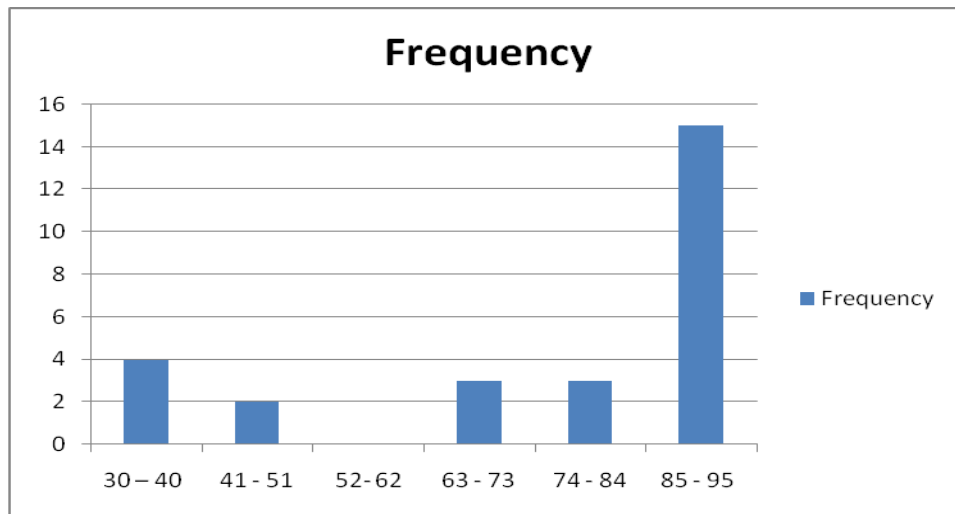
The total of the class interval (K) for pre test was 6. After knowing the interval class, then the data was taken from interval above was put on the table frequency distribution, as follows:

Table 11
Frequency Distribution of the Students' Grammar Mastery in Post Test at the Seventh Grade of Junior High School 5 Metro

No	Class interval	Frequency	Percentage (%)
1	85 – 95	15	56 %
2	74 – 84	3	11 %
3	63 – 73	3	11 %
4	52 – 62	0	0 %
5	41 – 51	2	7 %
6	30 – 40	4	15 %
Total		27	100 %

Based on the table distribution above, it show that the result of post test after using teens magazine medium can fulfill the students' grammar mastery. it can inferred that from 27 students as the research sample, there were 15 students who got the score 85–95 (56%), 3 students who got the score 74–84 (11%), 3 students who got the score 63–73 (11%), 0 student who got the score 52-62 (0%), 2 student who got the score 41-51 (7%) and the last there were 4 students who got the score 30–40 (15%). It shows that their average of post-test scores increased. So, it means that the treatment using teens magazine medium was success in improving student's grammar mastery or their English learning result. In addition, the chart below illustrated the frequency distribution of the students' grammar mastery in post test.

Diagram II
The Chart of Frequency Distribution of the Students' Grammar Mastery
in Post Test at the Seventh Grade of Junior High School 5 Metro



B. Hypothesis Testing

After applying test and getting the documentation, the researcher analyzed the data by using Chi-Square and T-test in order to prove whether there is a positive and significant influence of using teens magazine medium toward the students' grammar mastery at the seventh grade of Junior High School 5 Metro, as follows:

1. Putting the data by using of Chi-Square (χ^2)

After administering the written test method, the writer analyzed the data by using Chi-Square (χ^2) with two variables in order to prove whether using teens magazine medium toward the students' grammar mastery at the seventh grade of Junior High School 5 Metro has normal distribution or not, as follows:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

Table 12
The Contingency Table of the Expected Frequency at the Result of the Students' Grammar Mastery in Pre Test and Post Test

Variables	Total			Total
	Good	Fair	Bad	
Pre test	1 5	2 10	3 12	$r_N = 27$
Post test	4 18	5 3	6 6	$r_N = 27$
Total	$c_N = 23$	$c_N = 13$	$c_N = 18$	$N = 54$

Hypothesis testing by using Chi-Square analyzed as follows:

Table 13
The Testing of Data

Sel:	f_o	$f_e = \frac{Cn \times Rn}{N}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	5	$\frac{23 \times 27}{54} = 11,5$	-6,5	42,25	3,67
2	10	$\frac{13 \times 27}{54} = 6,5$	+3,5	12,25	1,88
3	12	$\frac{18 \times 27}{54} = 9$	+3	9	1
4	18	$\frac{23 \times 27}{54} = 11,5$	+6,5	42,25	3,67
5	3	$\frac{13 \times 27}{54} = 6,5$	-3,5	12,25	1,88
6	6	$\frac{18 \times 27}{54} = 9$	-3	9	1
Total	$N = 54$	$f_e = 54$	0	-	$\chi^2 = 13,1$

Furthermore, put the data into the formula of Chi-Square. It can be calculated by using the formula as below:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

$$\chi^2 = \frac{42,25}{11,5} + \frac{12,25}{6,5} + \frac{9}{9} + \frac{42,25}{11,5} + \frac{12,25}{6,5} + \frac{9}{9}$$

$$\chi^2 = 3,67 + 1,88 + 1 + 3,67 + 1,88 + 1$$

$$\chi^2 = 13,1$$

From the data above, the value of Chi-Square was 13,1. Then, to know the critical value of Chi-Square the writer firstly counted df. It was degree of freedom. The formulation of df as follows:

$$Df = (c-1) (r-1)$$

$$Df = (3-1) (2-1)$$

$$= 2$$

Note :

Df = Degrees of freedom

c = Column

r = Row

The degree of freedom is 2. So the values of χ^2 table on degree of freedom are 5% = 5,991 and 1% = 9,210.

a. The critical value of X^2 table for 5% level was 5,991

b. The critical value of X^2 table for 1% level is 9,210

From all data analysis above, it could be known that:

- a. $X^2_{\text{observed}} = 13,1$
- b. $X^2_{\text{table of expectancy}} = 5\% (5,991) \text{ and } 1\% (9,210)$

2. Putting the Data into Formula T-test

To find whether there is positive and significant influence of using teens magazine medium toward the students' grammar mastery at the seventh grade of Junior High School 5 Metro, the writer used T-test formula. Firstly, the writer prepared the table and put the data into the formula T-test as below to get "t_{observation}".

Table 14
The Score Pre test and Post test Result of the Students' Grammar Mastery at the Seventh Grade of Junior High School 5 Metro

No	Name	Pre test (X ₁)	Post test (X ₂)	D X ₂ -X ₁	D ² X ₂ -X ₁ ²
1	AD	55	80	25	625
2	AN	40	35	5	25
3	AS	45	50	5	25
4	AE	95	90	5	25
5	AT	30	90	60	3600
6	AI	30	90	60	3600
7	BL	85	75	10	100
8	BN	25	30	5	25
9	CW	60	90	30	900
10	DP	65	70	5	25
11	DS	50	90	40	1600
12	EF	70	85	15	225
13	EP	60	95	35	1225

14	ER	80	70	10	100
15	IF	15	30	15	225
16	JN	100	95	5	25
17	MF	60	65	5	25
18	MH	25	80	55	3025
19	MR	55	45	10	100
20	MM	90	90	0	0
21	MN	60	90	30	900
22	NA	65	95	30	900
23	ND	20	85	65	4225
24	NS	70	95	25	625
25	RN	30	35	5	25
26	RP	45	90	45	2025
27	RA	50	90	40	1600
				$\sum D = 640$	$\sum D^2 = 25800$

The average of $D (\bar{D}) = (640 : 27) = 23,7$

After that, put the data into the formula of T test. Then, calculate of

T test. It can be calculated by using the formula below:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{23,7}{\sqrt{\frac{25800 - \frac{(640)^2}{27}}{27(27-1)}}$$

$$t = \frac{23,7}{\sqrt{\frac{25800 - (15170,3)}{27 \times 26}}}$$

$$t = \frac{23,7}{\sqrt{\frac{10629,7}{702}}}$$

$$t = \frac{23,7}{\sqrt{15,1}}$$

$$t = \frac{23,7}{3,88} = 6,10$$

Therefore, $t_{\text{observation}}$ is 6,10 as the result of counting by using T-test formula above. To know the critical value of T test (t_{table}), the writer firstly counted df (degree of freedom). The formulation of $df = N-1$. N is the number of population.

$$df = N-1$$

$$= 27-1$$

$$= 26$$

After considering the T-test table by using df 26 (26 is higher than 20 and lower than 30) so, it done by interpolation below.

Table 15
Critical Value of t_{table}

Level Significant	5%	1%
df 20	2, 086	2, 845
df 30	2, 042	2,750

Table 16
Interpolation

Interpolation	5%	1%
$\frac{df\ 20 + df\ 30}{2}$	$\frac{2,086 + 2,042}{2} = 2,064$	$\frac{2,845 + 2,750}{2} = 2,798$

To df 26 with 5% is 2,064 and 1% is 2, 798 with t_{observed} is 6,10. Finally, data confirmed to $t_{\text{table}} 2,064 < t_{\text{observed}} 6,10 > 2,798$. It means that “ t_{observed} ” higher than “ t_{table} ” or it can be written as $2,064 < 6,10 > 2,798$. From the value above, it can be inferred that there is positive and significant influence of Using Teens Magazine Medium toward the Students Grammar Mastery at the Seventh Grade of Junior High School 5 Metro.

C. Interpretation

1. Interpretation of “ χ^2_{observed} ”

The writer formulated “ χ^2_{observed} ” to “ χ^2_{table} ”, as follows:

If $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, H_a is accepted and H_o is rejected

If $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, H_a is rejected and H_o is accepted

The critical value of “ χ^2_{observed} ” was 13,1, in conclusion, Teens magazine medium can influence students grammar mastery at the seventh grade of junior high school 5 metro.

2. Interpretation of “ t_{observed} ”

The writer formulated “ t_{observed} ” to “ t_{table} ”, as follows:

If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected

If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_o is accepted

The researcher has formulated the Alternative Hypothesis (H_a) such as: “there is a positive and significant influence of Using Teens Magazine Medium toward the Students Grammar Mastery at the Seventh Grade of Junior High School 5 Metro.

Finally, the data confirmed that “ $t_{\text{observed}} = 13,1$ is higher than “ t_{table} ” 2,064 in 5% and 2,798 in 1%. Therefore, it can be concluded that “there is a positive and significant influence of using teens magazine medium toward the students’ grammar mastery at the seventh grade of Junior High School 5 Metro”.

D. Discussion

In this research, there are two variables, the independent variables that is teens magazine medium (X) and dependent variables, that is grammar mastery (Y). The variables were tested by using calculation of Chi-Square and T test to investigate whether there is a positive and significant influence of using teens magazine medium toward the students’ grammar mastery at the seventh grade of Junior High School 5 Metro.

During the research, the researcher observed that the children were interested in learning grammar through the teens magazine medium. They were enthusiastic during the learning process. All students always attended the class from the first treatment until the last treatments, they were also active in the class during the presentation of the material by using the teens magazine medium.

The researcher assumed that teaching and learning by using the teens magazine medium can influence students’ grammar mastery. Through teens magazine medium, the students learn a new information in an easier way because the students could memorize structure grammar in story on teens magazine more easily and effectively. Finally, the result of this research explained that the theory of the influence of using teens magazine medium

toward the students' grammar mastery was succes at the seventh grade of Junior High School 5 Metro.

E. Limitation

This research was conducted at Junior High School 5 Metro. The subjects of the research were the seventh grade at the first semester in the Academic year 2017/2018. The research not discussed all of the problems that are faced by the students, but focus on the students' grammar mastery problem in learning English as a foreign language. So, the result of it cannot be generalized.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After implementation quantitative research at the seventh grade of Junior High School 5 metro and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence of using teens magazine medium toward the students grammar mastery. It means that using teens magazine in teaching grammar is helpful. It could be shown from the result of pre-test and post-test.

There was significant influence of using teens magazine medium toward the students' grammar mastery at the seventh grade of Junior High School 5 Metro. It could be seen from the critical value " χ^2_{observed} " = 13,1 and " χ^2_{table} " in 5% = 5,991 and 1% = 9,210, the data confirmed that " χ^2_{observed} " was higher than " χ^2_{table} ". Besides that, the data confirmed that " t_{observed} " 6,10 was higher than " t_{table} " in 5% = 2,064 and in 1% = 2,789.

Based on the data analysis data above, the researcher concluded that "there was a positive and significant influence of using teens magazine medium toward the students' grammar mastery at the seventh grade of Junior High School 5 Metro in academic year 2017/2018".

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. To the Teachers

The English teacher should give motivate for the students to be active in the classroom and do not afraid for making mistakes. Besides

that, the teacher should use an interesting way or interesting medium to support the students easier and not bored in English teaching learning process. Furthermore, the teacher is very recommended to apply medium in learning process.

2. To the Students

The students must be active in English learning process. They are suggested to use teens magazine as medium in learning English to add knowledge for themselves. It makes the students enjoy in English learning process.

3. To the headmaster

The headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely.

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APPENDIX I

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : 7

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.</p>	<p>Teks lisan dan tulis untuk sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Good morning. How are you? Fine, thank you. And you? dan semacamnya</i></p> <p>b. <i>Goodbye. Bye. See you later. See you. Take care, dan semacamnya</i></p> <p>c. <i>Thank you. You are welcome, dan</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ menonton interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Siswa mengikuti interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Siswa menirukan model interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan sapaan, pamitan,</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Tingkat kelengkapan dan keruntutan struktur teks sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (role 	3 x 4 JP	<ul style="list-style-type: none"> model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai. Contoh peragaan dalam bentuk rekaman CD/WCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Teks atau latihan dari buku teks Bahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>semacamnya</p> <p>d. <i>I'm sorry. That's fine, okay. Allright.</i>, dan semacamnya</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antar ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dalam jurnal belajar (<i>learning journal</i>). 	<p>play) dalam bentuk interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf.</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan sapaan, pamitan, ucapan terima kasih, dan permintaan maaf serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi 		<ul style="list-style-type: none"> Teks dari buku non-teks Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/learn

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>Teks lisan dan tulis sederhana untuk menyatakan, dan merespon perkenalan diri</p> <p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman <p><i>Struktur teks</i></p> <p><i>My name is ..., I'm ..., I live in ... dan semacamnya.</i></p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> Kosa kata, Tata bahasa (<i>be, have, kata ganti I, he, she, they, kata ganti kepunyaan, my, your, his, their</i>) ucapan, tekanan kata, dan intonasi. <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi perkenalan diri Siswa mengikuti interaksi perkenalan diri Siswa menirukan model interaksi perkenalan diri. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi perkenalan diri (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memperkenalkan diri dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan perkenalan diri yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial perkenalan diri Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi perkenalan diri. Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam interaksi perkenalan diri serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan 	<p>1 x 4 JP</p>	<p>Sesuai dengan kemampuan siswa, guru, sekolah, serta tujuan pembelajaran.</p> <ul style="list-style-type: none"> Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai. Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Teks atau latihan dari buku teks Bahasa Inggris Teks dari buku non-teks Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailylearning.com http://americanenglish.state.gov/files/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang benar dan sesuai konteks.</p> <p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab</p>	<p>Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p><i>Fungsi sosial</i></p> <p>Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia</p>	<p>perkenalan diri dalam bahasa Inggris dan dalam bahasa siswa.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memperkenalkan diri dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memperkenalkan diri dalam jurnal belajar (<i>learning journal</i>) 	<p>bahasa Inggris untuk memperkenalkan diri ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Perilaku santun dan peduli dalam melaksanakan komunikasi Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 	3 x 4 JP	<p>ae/resource_files</p> <p>http://learnenglish.britishcouncil.org/en/</p>
	<p>Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p><i>Fungsi sosial</i></p> <p>Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. Siswa mengikuti interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. Siswa menirukan contoh-contoh kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial penyebutan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Struktur teks</p> <p>a. <i>What day is it today? It's Monday today. It is Tuesday tomorrow. When do we have English? dan sebagainya.</i></p> <p>b. <i>What month is it? What month is before July? After March is April. I was born in January, dan sebagainya</i></p> <p>c. <i>in the morning, at noon, in the afternoon, in the evening, at night, at midnight</i></p> <p>d. <i>What time is it? What time do we have English on Tuesday? one, two thirty, half past eight, a quarter to five, dan seterusnya</i></p> <p>e. <i>What date is it? What date is the Kartini Day? When were you born? the first, the second, the third, the fourth, the fifth, the twenty first dan seterusnya</i></p> <p>f. <i>What year is it? When were you born? Nineteen ninety eight. Two thousand and three. dan</i></p>	<p>waktu dalam bentuk angka, tanggal, dan tahun.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris, dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>a. Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam konteks <i>simulasi, role-play, dan kegiatan lain yang terstruktur.</i></p> <p>b. Siswa berusaha menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris dalam proses pembelajaran.</p>	<p>ucapan, tekanan kata, intonasi</p> <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>semacamnya.</p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have.</i></p> <p>(3) Kata tanya <i>What, When</i></p> <p>(4) Kata ganti <i>it dan</i> artikel <i>the.</i></p> <p>(5) <i>Cardinal number dan ordinal number</i></p> <p>(6) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p><i>Topik</i></p> <p>Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan antara menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam tanggal, dan tahun dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam jurnal belajarnya. 	<p>hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Perilaku santun dan peduli dalam melaksanakan komunikasi Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 	2 x 4 JP	
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku</p>	<p>Teks lisan dan tulis untuk memaparkan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan, menyebutkan identitas, untuk menjalin hubungan antar pribadi dengan guru dan teman</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan/ menonton interaksi memaparkan jati diri dan Siswa mengikuti interaksi memaparkan jati diri. Siswa menirukan model interaksi 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memaparkan jati diri Tingkat kelengkapan dan keruntutan struktur teks memaparkan jati 	2 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>My name is Arif, a-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is she? I have two brothers, Siska and Muti., Is she your friend?</i> dan seterusnya</p> <p>b. <i>My dad is a nurse? He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms, dan sebagainya.</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Nama status hubungan keluarga dan kekerabatan</p> <p>(2) Nama profesi pekerjaan.</p> <p>(3) Kata tanya <i>Who? Which? How?</i></p> <p>(4) Kata ganti <i>I, you, we, she, it, they, we, dan seterusnya.</i></p> <p>(5) Kata ganti <i>my, your, our, her, their, his, dan seterusnya.</i></p> <p>(6) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, work, live, dan sebagainya.</i></p> <p>(7) Penyebutan kata benda singular dan plural (-s), dan</p>	<p>mempaparkan jati diri.</p> <ul style="list-style-type: none"> Siswa membaca beberapa kartu identitas Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memaparkan jati diri (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara memaparkan jati diri dalam bahasa Inggris, dengan perbedaan ungkapan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memaparkan jati diri dengan bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memaparkan jati diri yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan memaparkan jati diri dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memaparkan jati diri dengan bahasa Inggris, di dalam dan di luar kelas. 	<p>diri</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain simulasi untuk berinteraksi memaparkan jati diri Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam memaparkan jati diri 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>children</i> (8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik kalimat</i> Diri sendiri, orang tua, kaka, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.</p>	<ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk memaparkan jati diri ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Perilaku santun dan peduli dalam melaksanakan komunikasi Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMP Negeri 5 metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/1
Materi Pokok : Simple Sentence
Alokasi Waktu : 2 x 45 (1 x pertemuan)

A. Kompetensi inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	1.1.1 Menunjukkan rasa syukur dapat mengikuti pelajaran Bahasa Inggris

<p>diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.</p>	<p>2.1.1 Menunjukkan sikap bersungguh-sungguh dalam belajar dan berperilaku santun dan peduli dalam belajar</p> <p>3.1.2 Komunikasi interpersonal dengan guru dan teman. Jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi</p> <p>4.1.1 Menjelaskan struktur pada teks berbentuk kalimat.</p> <p>4.1.2 Menjelaskan unsur kebahasaan pada teks berbentuk kalimat simple sentences.</p> <p>4.1.3 Mengidentifikasi makna kalimat lisan dan tulis berbentuk kalimat simple sentences.</p>
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C.

Materi pembelajaran

1. A simple sentence is a complete unit of meaning which contains a subject and a verb, followed, if necessary, by other words which make up the meaning.

2. Magazines are directed at general and special audience, often published on a weekly or monthly basis. It is means that magazine is the books can be support the students to learn new things.

a) To be adalah kata bantu yang biasanya diikutkan dalam suatu kalimat. To be berfungsi sebagai penghubung antara subjek dan objek. To be (am, is, are, was, were, have been, and has been)

b) Pronoun atau kata ganti adalah kata yang dapat menggantikan suatu kata benda atau frasa kata benda. Kata ganti berfungsi untuk menghindari pengulangan kata benda atau frasa kata benda yang sama yang telah disebut sebelumnya.

c) WH Question digunakan untuk menanyakan tentang yang ada dalam lingkungan terdekat baik tempat, orang, dan waktu, dll.

d) Affirmative sentence adalah kalimat yang terdiri kalimat positive, negative dan introgative sentences.

2. Metode Pembelajaran

- 1. Pendekatan : individu
- 2. Metode : Three Pass Technique

3. Media, Alat, dan Sumber Belajar

- 1. Media : Majalah anak and Buku kelas VII
- 2. Alat : Papan tulis, Spidol, LCD, dan Laptop
- 3. Sumber Belajar :Joko Priyana, Riandi, Anita P Mumpuni.
SCAFFOLDING: English for Junior High School Students.
Jakarta: Pusat Perbukuan. 2008

4. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Guru memberi salam(<i>greeting</i>)	10 menit
	2. Guru memeriksa kesiapan	

	<p>peserta didik belajar naik secara fisik maupun psikologis (berdoa, mengecek kehadiran siswa, dll)</p> <p>3. Guru mengkondisikan suasana belajar yang menyenangkan.</p> <p>4. Guru memperlihatkan gambar benda, kegiatan atau tindakan selanjutnya memancing pengetahuan siswa tentang Bahasa Inggris dari kosa kata tersebut.</p> <p>5. Guru menjelaskan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.</p> <p>6. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.</p>	
Inti	<p>Mengamati</p> <p>Siswa melihat, mendengar dan menyimak guru yang menjelaskan tentang kalimat simple sentences yang berkaitan dengan to be, pronoun, WH questions, and affirmative sentences.</p> <p>Menanyakan</p> <p>Siswa bertanya tentang pertanyaan yang</p>	40 menit

	<p>berkaitan dengan materi simple sentences dengan bimbingan guru peserta didik bertanya tentang kalimat baru yang mereka temukan.</p> <p style="text-align: center;">Mengumpul</p> <p>kan Informasi</p> <ol style="list-style-type: none">1. Peserta didik mempelajari kalimat simple sentences.2. Siswa melengkapi kalimat simple sentences yang ada di majalah anak dengan menggunakan to be, pronoun, WH questions, and affirmative sentences. <p>Mengasosiasi</p> <p>Siswa mencari makna dari kalimat simple sentences yang dapat menggunakan media majalah dengan bimbingan guru, kemudian mencatat hasil jawaban di lembar soal yang telah disediakan oleh guru.</p> <p>Mengkomunikasikan</p> <p>Dengan bimbingan guru siswa diberikan penjelasan mengenai media yang akan digunakan dalam proses pembelajaran. Siswa membaca kalimat dan melengkapi kalimat dengan menggunakan to be, pronoun, WH questions, and affirmative sentences.</p>	
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Penutup	<ol style="list-style-type: none"> 1. Peserta didik dan guru membuat rangkuman/kesimpulan pelajaran. 2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan yaitu dengan cara memberikan pertanyaan secara lisan. 	10 Menit
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5.

6. Penilaian Hasil Pembelajaran

1. Teknik Penilaian : Tes Tertulis

Name :.....

Class :.....

- 2. Jawaban benar diberi nilai 5
- 3. Jawaban salah diberi nilai 0
- 4. Nilai maksimal 100
- 5. Jumlah jawaban benar dikalikan 20 menjadi nilai siswa

Instrument : *Please* Fill the blanks with correct answer on your answer sheet

Choose the right pronoun in the brackets !

- 1. Toni and _____ (I, me, my, mine) are present.
- 2. I saw Vita in the party, but _____ (she, her, hers) didn't see me.
- 3. May I borrow _____ (you, your, yours) pen?
- 4. He writes a long letter for _____ (we, us, our).
- 5. I want to meet _____ (you, your, yours).

Complete the sentence below with To be (am, is, are) !

- 6. Nita and Wulan _____ my good friends.
- 7. These _____ his pens.
- 8. He _____ our English teacher.
- 9. They _____ my classmates.
- 10. We _____ glad to meet you.

Complete the conversations below !

Rica : Hello. I am Rico.(11) _____?

Tommy : Hi, Rico. My name is Tommy.

Rica : Sorry. How do you spell it?

Tommy : T-O-M-M-Y

Rica : (12) _____?

Tommy : I live on Bhayangkara street no.12

Rica : (13) _____?



Tommy : I study at SMP Tunas Mulia. How about you Rica?

Rica : (14)_____ at SMP Dharma Sakti.

Tommy : OK, see you next time Rica

Rica : (15)_____.

Complete the sentences below with linking verb !

16. Caroline _____ a message to friends in Jakarta.

17. My mother _____ story book in bedroom at 21:00.

18. Mr. Michael is a chef. He cooks food at the _____

19. Basket ball is my _____ sports in Junior High School.

20. Caroline _____ a song in class, because she have good score Sains.

Key Answer:

1. Me

2. Her

3. Your

4. Us

5. You

6. Are

7. Are

8. Is

9. Are

10. Are

11. What is your name?

12. Where do you live?

13. Where do you study?

14. I study

15. See you

16. send

17. Read

18. Kichen

19. Favorite

20. Sings

English Teacher

**Metro, August 2017
Researcher**

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**Mengetahui,
Kepala Sekolah SMP N 5 Metro**

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMP Negeri 5 metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/1
Materi Pokok : Simple Sentences
Alokasi Waktu : 2 x 45 (1 x pertemuan)

D. Kompetensi inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

E. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	1.1.1 Menunjukkan rasa syukur dapat mengikuti pelajaran Bahasa Inggris

<p>komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.</p>	<p>2.1.1 Menunjukkan sikap bersungguh-sungguh dalam belajar dan berperilaku santun dan peduli dalam belajar</p> <p>3.1.2 Komunikasi interpersonal dengan guru dan teman. Jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi</p> <p>4.1.1 Menjelaskan struktur pada teks berbentuk kalimat.</p> <p>4.1.2 Menjelaskan unsur kebahasaan pada teks berbentuk kalimat simple sentences.</p> <p>4.1.3 Mengidentifikasi makna kalimat lisan dan tulis berbentuk kalimat simple sentences.</p>
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F. Materi pembelajaran

3. A simple sentence is a complete unit of meaning which contains a subject and a verb, followed, if necessary, by other words which make up the meaning.
4. Magazines are directed at general and special audience, often published on a weekly or monthly basis. It is means that magazine is the books can be support the students to learn new things.
 - e) To be adalah kata bantu yang biasanya diikutkan dalam suatu kalimat. To be berfungsi sebagai penghubung antara subjek dan objek. To be (am, is, are, was, were, have been, and has been)
 - f) Pronoun atau kata ganti adalah kata yang dapat menggantikan suatu kata benda atau frasa kata benda. Kata ganti berfungsi untuk menghindari pengulangan kata benda atau frasa kata benda yang sama yang telah disebut sebelumnya.
 - g) WH Question digunakan untuk menanyakan tentang yang ada dalam lingkungan terdekat baik tempat, orang, dan waktu, dll.
 - h) Affirmative sentence adalah kalimat yang terdiri kalimat positive, negative dan introgative sentences.

7. Metode Pembelajaran

3. Pendekatan : individu
4. Metode : Three Pass Technique

8. Media, Alat, dan Sumber Belajar

4. Media : Majalah anak and Buku kelas VII
5. Alat : Papan tulis, Spidol, LCD, dan Laptop
6. Sumber Belajar : Joko Priyana, Riandi, Anita P Mumpuni.
SCAFFOLDING: English for Junior High School Students.
Jakarta: Pusat Perbukuan. 2008

9.

Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>7. Guru memberi salam(<i>greeting</i>)</p> <p>8. Guru memeriksa kesiapan peserta didik belajar naik secara fisik maupun psikologis (berdoa, mengecek kehadiran siswa, dll)</p> <p>9. Guru mengkondisikan suasana belajar yang menyenangkan.</p> <p>10. Guru memperlihatkan gambar benda, kegiatan atau tindakan selanjutnya memancing pengetahuan siswa tentang Bahasa Inggris dari kosa kata tersebut.</p> <p>11. Guru menjelaskan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.</p> <p>12. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.</p>	10 menit
Inti	<p>Mengamati</p> <p>Siswa melihat, mendengar dan menyimak guru yang menjelaskan</p>	40 menit

tentang kalimat simple sentences yang berkaitan dengan to be, pronoun, WH questions, and affirmative sentences.

Menanyakan

Siswa

bertanya tentang pertanyaan yang berkaitan dengan materi simple sentences dengan bimbingan guru peserta didik bertanya tentang kalimat baru yang mereka temukan.

Mengumpul

kan Informasi

1. Peserta

didik mempelajari kalimat simple sentences.

2. Siswa melengkapi kalimat simple sentences yang ada di majalah anak dengan menggunakan to be, pronoun, WH questions, and affirmative sentences.

Mengasosiasi

Siswa mencari makna dari kalimat simple sentences yang dapat menggunakan media majalah dengan bimbingan guru, kemudian mencatat hasil jawaban di lembar soal yang telah disediakan oleh guru.

Mengkomunikasikan

Dengan bimbingan guru siswa diberikan penjelasan mengenai media yang akan

	digunakan dalam proses pembelajaran. Siswa membaca kalimat dan melengkapi kalimat dengan menggunakan to be, pronoun, WH questions, and affirmative sentences.		
Penutup	3. Peserta didik dan guru membuat rangkuman/kesimpulan pelajaran. 4. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan yaitu dengan cara memberikan pertanyaan secara lisan.	11	Menit

10. Penilaian Hasil Pembelajaran

6. Teknik Penilaian : Tes Tertulis

Name :.....

Class :.....

7. Jawaban benar diberi nilai 5

8. Jawaban salah diberi nilai 0

9. Nilai maksimal 100

10. Jumlah jawaban benar dikalikan 20 menjadi nilai siswa

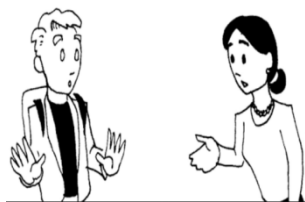
Instrument : *Please* Fill the blanks with correct answer on your answer sheet

Complete the simple sentences with pronoun !!!



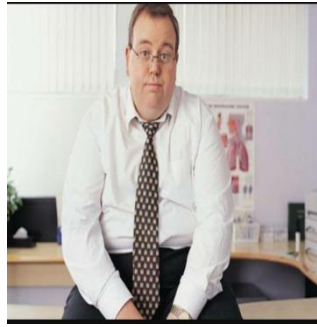
11. I am a student. _____ school on Jl. Melati no.2 Gading Rejo.
12. They live in Semarang. _____ house is big and fullcolor.
13. Look at the cat ! _____ eyes are green.
14. Rita has two cousins. _____ names Matthew and Shelly.
15. He is Tommy Pambudi, just call _____ Tommy.

Complete the conversations below !!!



16. Miranda : _____ ?
Michael : I live in Semarang.
17. Tony : Hi, How are you, Siska?
Siska : _____
18. Adi : _____ fruits do you like?
Reno : I like apple and orange.
19. Hani : This is my sister.
Galih : _____
Hani : Her name is Marha.
20. Farel : _____ is your favirite sports?
Nina : My favorite sport is swimming.

Complete the sentence below with To be (am, is, are) !!!



- 21. My father _____ very fat.
- 22. Toni and Sanco _____ a good students.
- 23. You _____ pilots.
- 24. She _____ a Journalist.
- 25. They _____ good students in Lampung.

Complete the senetences below with linking verb !!!



- 26. Mr. Rahardi is a chef. Ho cooks food at the _____
- 27. Fatimah _____ book in bedroom.
- 28. My mother _____ a message to uncle in Surabaya.
- 29. Basket ball is my _____ sports in Junior High School.
- 30. Caroline _____ a song in class, because she have good score Sains.

Key answer

- | | |
|-----------|---------|
| 11. My | 11. Is |
| 12. Their | 12. Are |
| 13. It | 13. Are |
| 14. Her | 14. Is |
| 15. Me | 15. Are |

- | | |
|--------------------------|----------------|
| 16. Where do you live? | 16. Restaurant |
| 17. Hi, I am fine thanks | 17. Reading |
| 18. What | 18. Send |
| 19. What is her name? | 19. Favorite |
| 20. What | 20. Sings |

English Teacher

**Metro, May 2017
Researcher**

**Tri Wihar Susilowati, S.Pd
NIP. 19680311 199302 2 001**

**Tri Susilowati
St.N. 13108617**

**Mengetahui,
Kepala Sekolah SMP N 5 Metro**

**SUYONO, S.Pd
NIP.19630717 198403 1 008**

PRE-TEST FOR STUDENTS GRAMMAR MASTERY

Subject : English
Class : VII D
Semester : 1st semester
Time allocation : 60 minutes

Directions:

2. Write your identity on the answer sheet
3. Check and read the questions before answering
4. Fill the blanks with correct words on your answer sheet

Choose the right pronoun in the brackets !

1. Toni and _____ (I, me, my, mine) are present.
2. I saw Vita in the party, but _____ (she, her, hers) didn't see me.
3. May I borrow _____ (you, your, yours) pen?
4. He writes a long letter for _____ (we, us, our).
5. I want to meet _____ (you, your, yours).

Complete the sentence below with To be (am, is, are) !

6. Nita and Wulan _____ my good friends.
7. These _____ his pens.
8. He _____ our English teacher.
9. They _____ my classmates.
10. We _____ glad to meet you.

Complete the conversations below !

Rica : Hello. I am Rico.(11) _____?

Tommy : Hi, Rico. My name is Tommy.

Rica : Sorry. How do you spell it?

Tommy : T-O-M-M-Y

Rica : (12) _____?

Tommy : I live on Bhayangkara street no.12

Rica : (13) _____?

Tommy : I study at SMP Tunas Mulia. How about you Rica?



Rica : (14) _____ at SMP Dharma Sakti.

Tommy : OK, see you next time Rica

Rica : (15) _____.

Complete the sentences below with linking verb !

21. Caroline _____ a message to friends in Jakarta.

22. My mother _____ story book in bedroom at 21:00.

23. Mr. Michael is a chef. He cooks food at the _____

24. Basket ball is my _____ sports in Junior High School.

25. Caroline _____ a song in class, because she have good score Sains.

POST-TEST FOR STUDENTS GRAMMAR MASTERY

Subject : English
Class : VII D
Semester : 1st semester
Time allocation : 60 minutes

Directions:

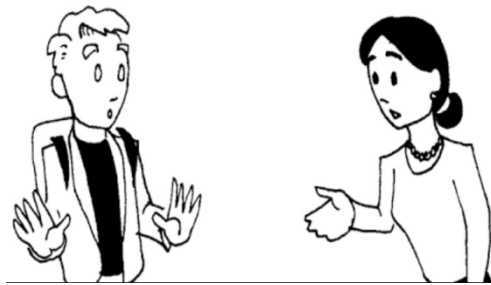
1. Write your identity on the answer sheet
2. Check and read the questions before answering
3. Fill the blanks with correct words on your answer sheet

Complete the simple sentences below with pronoun !!!



1. I am a student. _____ school on Jl. Melati no.2 Gading Rejo.
2. They live in Semarang. _____ house is big and fullcolor.
3. Look at the cat ! _____ eyes are green.
4. Rita has two cousins. _____ names are Matthew and Shelly.
5. He is Tommy Pambudi, just call _____ Tommy.

Complete the conversations below !!!



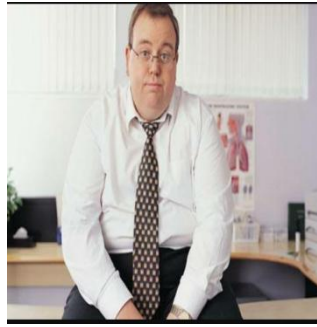
What fruit do you like?



www.BestFreeEnglish.org

6. Miranda : _____ ?
Michael : I live in Semarang.
7. Tony : Hi, How are you, Siska?
Siska : _____
8. Adi : _____ fruits do you like?
Reno : I like apple and orange.
9. Hani : This is my sister.
Galih : _____
Hani : Her name is Marha.
10. Farel : _____ is your favorite sports?
Nina : My favorite sport is swimming.

Complete the sentence below with To be (am, is, are) !!!



11. My father _____ very fat.
12. Toni and Sanco _____ a good students.
13. You _____ pilots.
14. She _____ a Journalist.
15. They _____ good students in Lampung.

Complete the senetences below with linking verb !!!



16. Mr. Rahardi is a chef. Ho cooks food at the _____
17. Fatimah _____ book in bedroom.
18. My mother _____ a message to uncle in Surabaya.
19. Basket ball is my _____ sports in Junior High School.
20. Caroline _____ a song in class, because she have good score
Sains.

KEY ANSWER OF PRE-TEST

21. Me

22. Her

23. Your

24. Us

25. You

26. Are

27. Are

28. Is

29. Are

30. Are

11. What is your name?

12. Where do you live?

13. Where do you study?

14. I study

15. See you

16. send

17. Read

18. Kichen

19. Favorite

20. Sings

KEY ANSWER OF POST-TEST

- | | |
|-------------------------|----------------|
| 1. My | 11. Is |
| 2. Their | 12. Are |
| 3. It | 13. Are |
| 4. Her | 14. Is |
| 5. Me | 15. Are |
| 6. Where do you live? | 16. Restaurant |
| 7. Hi, I am fine thanks | 17. Reading |
| 8. What | 18. Send |
| 9. What is her name? | 19. Favorite |
| 10. What | 20. Sings |

THE OBSERVATION OF STUDENTS' ACTIVITIES

Meeting : First Meeting
 Day/Date : September 19th, 2017

No	Students Activities	Respondent																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
	Pre-activities																												
1.	Interest to following the class	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.	Respond the topic enthusiastically	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	While activities																												
3.	Pay attention to teacher explanation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.	Focus on the learning material	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.	Encourage to ask the question	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6.	Able to answer the question	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

THE OBSERVATION OF STUDENTS' ACTIVITIES

Meeting : *Second Meeting*

Day/Date : *September 22nd, 2017*

No	Students Activities	Respondent																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
	Pre-activities																												
1.	Interest to following the class	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.	Respond the topic enthusiastically	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	While activities																												
3.	Pay attention to teacher explanation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.	Focus on the learning material				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.	Focus on the using teens magazine medium	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**STUDENTS ATTENDANCE LIST (Pre-Test)
VII D SMP N 5 METRO**

Date: September 19th, 2017

No	Name	Keterangan
1.	Ade Destia Rahma	<i>Amf</i>
2.	Adi Nata H.	<i>Adi</i>
3.	Aprian Nor Saputra	<i>Amf</i>
4.	Andreas Engwa Tirta	<i>And</i>
5.	Andreas Titiansyah	<i>Amf</i>
6.	Asita Sekar Sari	<i>Amf</i>
7.	Braina Larasati	<i>Amf</i>
8.	Bunga Nilam N.	<i>Bmf</i>
9.	Catur Wisnu P.	<i>Amf</i>
10.	Delta Pandu Wanara	<i>Amf</i>
11.	Dinda Sylvana	<i>Amf</i>
12.	Elsa Fajar F.	<i>Amf</i>
13.	Endhanura Prakasa Mega	<i>Amf</i>
14.	Eva Rosiyana	<i>Amf</i>
15.	Imam Fatur Rohman	<i>Amf</i>
16.	Jora Nadia Pratiwi	<i>Amf</i>
17.	M. Febrio A.	<i>Amf</i>
18.	M. Febriansyah	<i>Amf</i>
19.	Mardiyanto	<i>Amf</i>
20.	Muhammad Mas M.W.	<i>Amf</i>
21.	Mutiara Fitri Nur A.	<i>Amf</i>
22.	Nabila Abel Maeselina	<i>Amf</i>

23.	Nunik Damayanti	<i>Nunik</i>
24.	Nurul Ancas	<i>Nurul</i>
25.	Ratih Ngesti Rahayu	<i>Ratih</i>
26.	Reza Pahlevi	<i>Reza</i>
27.	Rizki Adi Pratama	<i>Rizki</i>

Metro, August ,2017

English Teacher



Tri Wihar Susilowati, S.Pd
NIP. 19680311 199302 2 001

Researcher



Tri Susilowati
St.N. 13108407

**STUDENTS ATTENDANCE LIST (Post-Test)
VII D SMP N 5 METRO**

Date: September 22nd, 2017

No	Name	Keterangan
1.	Ade Destia Rahma	<i>Ade</i>
2.	Adi Nata H.	<i>Adi</i>
3.	Aprian Nor Saputra	<i>Aprian</i>
4.	Andrean Engwa Tirta	<i>Andrean</i>
5.	Andrean Titiansyah	<i>Andrean</i>
6.	Asita Sekar Sari	<i>Asita</i>
7.	Braina Larasati	<i>Braina</i>
8.	Bunga Nilam N.	<i>Bunga</i>
9.	Catur Wisnu P.	<i>Catur</i>
10.	Delta Pandu Wanara	<i>Delta</i>
11.	Dinda Sylvana	<i>Dinda</i>
12.	Elsa Fajar F.	<i>Elsa</i>
13.	Endhanura Prakasa Mega	<i>Endhanura</i>
14.	Eva Rosiyana	<i>Eva</i>
15.	Imam Fatur Rohman	<i>Imam</i>
16.	Jora Nadia Pratiwi	<i>Jora</i>
17.	M. Febrio A.	<i>M. Febrio</i>
18.	M. Febriansyah	<i>M. Febrian</i>
19.	Mardiyanto	<i>Mardiyanto</i>
20.	Muhammad Mas M.W.	<i>Muhammad</i>
21.	Mutiara Fitri Nur A.	<i>Mutiara</i>
22.	Nabila Abel Maeselina	<i>Nabila</i>

23.	Nunik Damayanti	<i>Nunik</i>
24.	Nurul Ancas	<i>Nurul</i>
25.	Ratih Ngesti Rahayu	<i>Umud</i>
26.	Reza Pahlevi	<i>Amud</i>
27.	Rizki Adi Pratama	<i>Rizki</i>

Metro, August ,2017

English Teacher



Tri Wihar Susilowati, S.Pd
NIP. 19680311 199302 2 001

Researcher



Tri Susilowati
St.N. 13108407

APPENDIX II



DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 5 METRO
“AKREDITASI A”

Jl. Budi Utomo Rejomulyo Kec. Metro Selatan Kota Metro 34123



Nomor : 073 / L.12.3.03 / KP / 2016
Lampiran : -
Hal : Persetujuan Izin Pra Survey

Kepada
Yth : Sdr. Ketua Jurusan Tarbiyah STAIN Jurai Siwo Metro
Di -
Tempat

Assalamu'alaikum Wr. Wb

Menindaklanjuti surat dari Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro Nomor : Sti.06/JST/PP.00.9/2310/2017, tanggal 14 Oktober 2016 tentang Izin Pra Survey. Maka dengan ini kami bersedia memberikan izin kepada Mahasiswa tersebut di bawah ini :

N a m a : **TRI SUSILOWATI**
N P M : 13108617
Jurusan : Tarbiyah
Program Studi : TBI

Untuk mengadakan pra survey di SMP Negeri 5 Metro, dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul : *“THE INFLUENCE OF USING TEENS MAGAZINE MEDIUM TOWARD THE STUDENT’S GRAMMAR MASTERY AT THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL 5 METRO”*.

Demikianlah surat persetujuan izin Pra Survey ini dibuat untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Oktober 2016

Kepala Sekolah





DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 5 METRO
“AKREDITASI A”

Jl. Budi Utomo Rejomulyo Kec. Metro Selatan Kota Metro 34123



SURAT KETERANGAN

Nomor : 073.a/1.12.3.03/KP/2016

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Metro Kecamatan Metro Selatan Kota Metro, menerangkan bahwa mahasiswi tersebut dibawah ini :

N a m a : **TRI SUSILOWATI**
N P M : 13108617
Jurusan : **Tarbiyah**
Program Studi : **TBI**

Mahasiswi tersebut telah melaksanakan Pra Survey di SMP Negeri 5 Metro pada tanggal 20 Oktober 2016.

Demikianlah surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 20 Oktober 2016

Kepala Sekolah


SUYONO, S.Pd
NIP. 19630717 198403 1 008



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296
Website: www.metrouniv.ac.id e-mail: iainmetro@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3018/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : **TRI SUSILOWATI**
NPM : 13108617
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP N 5 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING TEENS MAGAZINE MEDIUM TOWARD THE STUDENTS GRAMMAR MASTERY AT THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL 5 METRO".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 Juni 2017

Mengetahui,
Pejabat Setempat

GUYONO, S.Pd.
NIP. 19630717 1984031008

Rektor
Pejabat Setempat

Dr. Suhairi, S.Ag, MH
NIP. 1972100119990310037





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111
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Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : B-3019/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 5 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3018/In.28/R/TL.01/06/2017, tanggal 15 Juni 2017 atas nama saudara:

Nama : **TRI SUSILOWATI**
NPM : 13108617
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING TEENS MAGAZINE MEDIUM TOWARD THE STUDENTS GRAMMAR MASTERY AT THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL 5 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,



Dr. Sunairi, S.Ag, MH
NIP. 197210011999031003



DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 5 METRO

Jl. Budi Utomo Rejomulyo Kec. Metro Selatan Kota Metro 34123



Nomor : / 1.12.3.03 / KP / 2017
Lampiran : -
Hal : Persetujuan Research

Kepada
Yth : Sdr. Wakil Rektor Bidang Akademik dan Kelembagaan
di
Metro

Assalamu'alaikum Wr. Wb

Waba'du , Menindaklanjuti surat dari, Rektor Bidang Akademik Nomor : B-3018/In.28/R.I/TL.00/06/2017.

Dengan ini kami bersedia memberikan izin kepada Mahasiswa tersebut di bawah ini:

N a m a : TRI SUSILOWATI
N P M : 13108617
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan research dengan judul : "THE INFLUENCE OF USING TEENS MAGAZINE MEDIUM TOWARD THE STUDENTS GRAMMAR MASTERY AT THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL 5 METRO" pada tanggal 19 s.d 23 September 2017.

Demikianlah atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 September 2017
Kepala Sekolah





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : P.1427/In.28/FTIK/PP.00.9/06/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdr. Drs. Kuryani Utih, M.Pd
2. Sdr. Trisna Dinillah Harya, M.Pd.

Dosen Pembimbing Skripsi
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Tri Susilowati
NPM : 13108617
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI


Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Juni 2017
Mengetahui,
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TAHHBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tri Susilowati

Jurusan : Tadris Bahasa Inggris

NPM : 13108617

Semester : IX

No	Hari / Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	25 / 9 / 2017		✓	Revise conclusion	
2.	5 / 10 / 2017		✓	Revise ch. IV	
3.	9 / 10 / 2017		✓	Acc ch. IV	
4.	23 / 10 / 2017		✓	Acc ch. IV & continue to 1. Advisor!	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TAHBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tri Susilowati

Jurusan : Tadris Bahasa Inggris

NPM : 13108617

Semester : IX

No	Hari /Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan
		I	II		
1	23/10/2019	✓		kegiatan An Senah	
2	30/10/2019	✓		Revisi Abstrak IVLV	
3	3/11/2019	✓		Acc Munggal	

Mengetahui,
Ketua Jurusan FBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kurvani Utih, M.Pd.
NIP. 19620215 199503 1 001

DOCUMENTATION OF PRE-TEST



The researcher share the pre-test to the students



The researcher explain step by step about the pre-test



The students write answer in whiteboard



Together with the students class VII D

DOCUMENTATION OF POST-TEST



The researcher share the post-test to the students



The researcher give treatment before the students answer the questions on post-test



The researcher give explanation using teens magazine medium



The researcher gather post test

CURRICULUM VITAE



The name of the writer is Tri Susilowati. The writer was born in Liman Benawi village Central Lampung on April 28th, 1995. She is the last child of a couple, Mr. Slamet and Mrs. Suminah. She lives in Liman Benawi Trimurjo, Central Lampung.

She was enrolled her study at Elementary School 1 Metro, on 2001 and graduated 2007. She continued her study at Junior High School 9 Metro, on 2007 and graduated 2010. She continued her study at Senior High School 2 Metro, on 2010 and graduated 2013. In the same year of 2013, she was registered as S-1 student of English Education Department of The State Institute for Islamic Studies (IAIN) Metro. She hopes that she will be an English teacher and one day she can continue her study to master of degree.